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This manual is an introduction to the New Careers Program, a program developed to train the unemployed and/or underemployed in entry-level skills for nonprofessional jobs in the human services ("the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services," including "health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing, and employment"). Included are a glossary of New Careers Program components, a general introduction to the basic concepts and principles of the New Careers Program, an explanation of the training design, descriptions of the entry training program components and the training methods, and consideration of program certification and accreditation. Also included are a 23-item bibliography, samples of weekly schedules, and a presentation of the fundamentals of the New Careers Training Model. This manual is designed to be used in conjunction with SP 002 033, SP 002 034, SP 002 037, and other related curriculum manuals on specific occupational and skill areas. (SG)

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NEW CAREERS:

ENTRY-LEVEL TRAINING FOR THE HUMAN SERVICE AIDE

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PREFACE

This manual describes the basic processes involved in conducting entry training for human service aides in a New Careers training program.

New Careers is the name given to an innovative program in which:

1. Persons from disadvantaged backgrounds are prepared, through on-the-job training and other methods, to assume entry-level positions in human service agencies;
2. Employing agencies are motivated to make corresponding changes in their structures, their supervisory patterns, and their attitudes to accommodate New Careerists, and
3. Both the New Careerists and the employing agencies become involved in planning activities to provide opportunity for career advancement and resultant changes in human service programs.

Briefly, *entry training* comprises just that amount of training required to prepare New Career trainees to responsibly assume duties within a human service agency. *Entry-level positions* are those jobs or positions at which New Careerists first become employed within an agency.

In New Careers training, emphasis is placed on simultaneously meeting the three objectives outlined above. In all aspects of training, emphasis is also placed on linking learning to experience. This principle is applied in immediate on-the-job training which takes place concomitantly with remedial training and course training related to general issues involved in human service work.

The concept of New Careers training and the training model were developed by the Institute for Youth Studies of Howard University and at several other New Careers demonstration centers elsewhere in the United States. This manual, one in a series designed to provide guidelines for implementation of programs, is derived from the early experiences at Howard and the other centers. The model described in this manual should not be considered a static and unchanging process – in fact, it is hoped that each group using these guidelines will contribute to the further development and application of the New Careers concept.

The authors of this manual are indebted to many persons who have contributed in many ways to the development of ideas expressed in this manual. Special recognition should be given to William Klein, Ph.D., Lonnie E. Mitchell, Ph.D., and Sheldon S. Steinberg, Ed.D., all of whom provided creative insight into the development of basic concepts. Other persons who also deserve recognition for their efforts include Claire Bloomberg, William H. Denham, Naomi S. Felsenfeld, Myrna Levine, Beryce MacLennan, Arthur Pearl, Eunice O. Shatz, and Walter Walker. The manual was edited by Carolyn Davis.

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March, 1968

A NEW CAREERS GLOSSARY

Some brief definitions to help readers understand the fundamental concepts of New Careers and the New Careers Training Model . . .

Human Services – Broadly defined as the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services. Includes the fields of health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment.

Human Service Aides – Persons trained in New Careers programs to assume aide responsibilities and assist professionals in the delivery of human services.

Entry Training – The initial phases of the training program; required to prepare trainees to assume entry-level or first-level jobs.

Career Ladders – The vertical hierarchy of jobs in human services from the level of human service aide through the entire progression of career potentials.

Entry-Level Jobs – The first step in the career ladder, requiring minimal skill and education and open to previously uncredentialed persons. Sometimes called first-level positions.

Task Cluster – The conglomerate of tasks required in a particular job.

Generic Issues in Human Services – Those broad issues common to all human services, including 1) The Individual's Relationship to the World of Work; 2) His Relationship to People; 3) His Relationship to the Community, and 4) Individual Growth and Development.

Training in Generic Issues – Training and curriculum content related to the generic issues of human services.

Basic Training in a Particular Human Service Field – Training in the basic concepts and skills common to a particular human service field.

Job Skill Training – Training in the particular skills and knowledge required to da a specific job.

On-the-Job Training – Structured, planned and supervised training in the actual work situation during which the trainee performs the work and role required of him; i.e., learning through doing.

Remediation (or Remedial Training) – Training in the basic educational skills required to most efficiently learn and carry out job duties, including preparation for educational and Civil Service qualifications.

Core-Group Technique – A technique used by the New Careers trainers as they work with trainees in small groups, providing training, counseling, discussion and feedback related to job experiences as well as group identity and support.

Certification and Accreditation – Official, documented recognition by human service agencies or academic institutions (such as junior colleges) certifying New Careerists for the jobs they assume and/or leading to further academic or educational degrees.

Training for supervisors and trainers – A structured training program that includes consideration of:

New Careers concepts,
Restructuring the job hierarchy,
Understanding the life styles of trainees,
Supervisory models and skills, and
Roles and relationships between trainers, supervisors and trainees.

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CHAPTER I

INTRODUCTION

The New Careers Concept

Although many people today are unemployed or underemployed, some sectors of the economy are increasingly short of trained and skilled manpower. The New Careers Program is an attempt to solve this chronic, paradoxical problem in our society by preparing previously untrained persons in poverty to fill manpower needs.

The need for manpower is particularly great in the public services sector of the economy. Public services, or human services, include the person-to-person or "helping" professions – health, education, social services, law enforcement, child care, corrections, mental health, recreation, community organization and others.

This sector of the economy claimed 64 percent of all new jobs that were developed between 1947 and 1965, with the most dramatic increases occurring in health and education. Yet, professional manpower resources have lagged far behind the rapidly increasing needs for manpower in these fields, with resultant gaps in the provision of services at the community level.

Since the methods of providing human services have remained relatively unaffected by automation, the development of manpower resources at subprofessional and nonprofessional levels has been suggested to assist professionals in providing more efficiently and effectively the services required at the community level.

The New Careers Program is a broad approach to job development, training, education, employment, and career development in the human services for the underemployed and the unemployed. The program was conceived as a solution both to the needs of the poor for training and employment and the needs of local communities for improved and increased human services.

The New Careers Program is based on several major premises:

1. A major potential for new jobs and career development exists in the human services as these fields expand to meet the growing needs for services.
2. A significant opportunity for job development exists in these services through which positions can be created or redefined to comprise functions requiring relatively little academic background or training.
3. Socially and educationally disadvantaged persons can be successfully trained to fill these jobs at a high level of competence.
4. Jobs requiring varying levels of competence can be developed as steps in career ladders to support and encourage upward mobility.
5. Educational and training resources, including certification, can be developed to support this upward mobility.
6. The effective utilization of New Careers personnel will result in improved and increased services at relatively less public cost.
7. The program will greatly increase the involvement of local residents in providing services and taking meaningful leadership for self-help in their own communities.
8. It will result in the development of more effective systems of education, training and career development to meet the expanding manpower needs of the human services.
9. It is an effective method for training, educating, motivating, employing and rehabilitating segments of the population among which many other programs have had only limited success.

This manual has been designed to provide a brief introduction to the general issues and techniques of training the unemployed and/or underemployed for new careers. The major focus is on training for entry-level jobs – those jobs at which the trainees first become meaningfully employed. However, the areas of career development and the training of trainers and supervisory staff are also covered since they are important keys to the training process. The material is drawn from several program experiences but primarily those at the Howard University Institute for Youth Studies, Washington, D.C., and the Lincoln Hospital, Bronx, N.Y.

This manual is intended for use in conjunction with these related publications:*

1. *Position Descriptions for New Careers*
2. *Generic Issues in the Human Services: A Sourcebook for Trainers*
3. *A Manual of Organization and Development*
4. *Procedural Guide for Program Development in New Careers*
5. Other curriculum manuals on specific occupational and skill areas.

The Need for Training

A structured, carefully planned training program is essential to the success of the New Careers Program and to the future of the beginning employee. Properly conducted, it will:

1. Assist the individual in developing the basic skills necessary for the entry position;
2. Provide a base of education, information and skills for career advancement and job mobility, and
3. Provide the individual with support and an opportunity for individual growth and development that can have a long-term positive impact on his family, his community, and his work performance.

These considerations require a training experience which includes attention not only to basic job skills, but also to other educational, social, and psychological issues.

Training ensures that new trainees will have the skills necessary to carry out existing services. It also affords a method of upgrading or improving services offered by the agency. A formal training program permits time to orient new trainees to the special problems and rules involved in working in a specific agency. It permits the trainee time to

*Copies of these publications may be obtained from the New Careers Institute, University Research Corporation, 1424 16th Street, N.W., Washington, D.C. 20036

discover that he has a valuable contribution to make to the agency's program and to its services.

There is a tendency in many work-training situations to provide minimum or unstructured training, relying entirely on ad hoc work experiences and chance supervision, or supplemental remediation and classroom work provided after hours. At the other extreme, some programs provide an overly structured and rigid training program relying on the traditional classroom model with relatively unsupervised on-the-job training provided only after the completion of a "prescribed course." Both of these alternatives result in greatly reduced effectiveness for many reasons:

1. In the latter case, failure to take advantage of the important impact of learning-through-doing results in reduced learning and loss of motivation.
2. Both alternatives result in poor job performance, particularly over the long term.
3. There is little foundation or preparation for job mobility, either laterally or vertically.
4. Internal problems of role and organizational relationships between professional and nonprofessional occur because of a lack of structured opportunity to develop a regular pattern of relationships between the two prior to formal employment.
5. There is little, if any, structural support for individual growth and development for the nonprofessional and for the professional who, through involvement in the structured training process, grows and changes along with the new trainee.
6. The potential for family and community benefit which would have accrued through an effective training process is lost.
7. Past experience has demonstrated vividly that when the major training input is "left for later on" and remains unstructured, the pressure of other activities will usually keep the institution from providing the necessary level and structure of training. It may also result in pressures to "cream off" – to keep only the most successful who "make it" in spite of the lack of supports, instead of providing everyone with the maximum opportunity and support for success.
8. A structured training program guards against creating the illusion for both staff and community that the training agency is doing something when in fact it may not be accomplishing anything at all. This is the tendency to minimize what the trainee has been trained to do and the real contribution to the services being offered, and emphasize merely the fact that a particular population has been included in the program.
9. Finally, a poorly structured training program has little opportunity to improve services through the reorganization of roles and services necessary to use the nonprofessional and his skills most effectively.

Training Goals

It is important to consider the goals of the entry training program as guidelines to program development and structure. The major goals are:

1. To prepare the trainee in the shortest possible time to successfully and responsibly undertake the duties and role of the entry-level position;
2. To ensure that the trainee, in his on-the-job training, is quickly given the responsibility of performing relevant and meaningful tasks, and
3. To provide the trainee with a number of basic skills and attitudes that can be put into practice on-the-job as soon as possible. This provides him opportunity for identification with a role and for the reception of feedback on skills and performance. It allows the individual as well as others to see his competence, and is the base on which further skills can be built. Thus, training for role rather than simply learning a set of skills is an important and successful approach.

Other goals of the training program should be:

1. To include opportunities for identification with the goals and roles of the agency in social improvement and change;
2. To provide individuals the foundation required for further training and upward mobility. Training should be linked to remedial services in the community so that the trainee can work, learn, and advance at the same time;
3. To establish initial linkages with a local university or other educational institution to provide basic training, certification, and an educational program to support advancement on a career ladder;
4. To provide the employing-training agency with the opportunity to evaluate and improve its own function and program in the process of definition and implementation of the training program;
5. To provide the professional training and supervisory staff the opportunity to learn to work with and effectively make use of the new trainees and thus grow individually and professionally themselves;
6. To introduce the trainee to new patterns of relationships with professionals, supervisors, co-workers, and clients;
7. To introduce the trainee to a pattern of expectations regarding performance both in work and in other aspects of his life; and
8. To help the trainee use the work-training role as a new basis for individual growth, development and identity formation, thus broadening his personal and social horizons. This involves helping the trainee become aware of the impact of his role on the community and the relationship of this role to the improvement of his own life. The activity of providing services brings the individual new relationships, attitudes and contacts with the world.

Scope and Duration of Training

Because of the broad scope of this program, it is difficult to establish arbitrarily a particular length of time for training. The New Careers Program extends far beyond simple instruction in specific skills and has an effect on many aspects of the trainee's life. In the course of the program, the trainee will share many interpersonal experiences with the population he serves. This adds another dimension of relevance to the training program as it enables him to better understand the population served.

The training process really just begins with the formal entry training program, and expectations should be geared to that fact. The trainee will need time to revise and

reconsider his customary standards and values with regard to himself, employment, the professional, and his own future.

In the various experimental New Careers programs, a variety of training intervals, training techniques, and models have evolved, but there is insufficient experience and data to make possible the identification of an optimum or completely generalizable single model. In fact, the very nature of the New Careers Program may make such a goal quite dysfunctional. It would seem more appropriate for individual groups to maintain a flexible approach best suited to their own situations. It is also important to maintain a flexible and effective continuing system for evaluation and monitoring so the staff may revise and change both content and method if necessary. There is great danger in beginning with a rigid, preconceived model, based on abstract rather than experiential principles, and rigidly "seeing it through" without regard to feedback from trainees, professional staff, and educational and employing agencies. An attitude that is prepared for, encourages and plans for flexibility is essential.

On the other hand, it is important to remember that the training program must be the basis for accreditation. This accreditation must help the trainee not only toward upward mobility, but also toward transferability to similar level jobs in the same or other agencies.

Past experiences strongly suggest that a number of key components and principles are essential for a successful New Careers Program. These components and principles are presented here in the form of a training model which may be used during a three-to-nine month period, depending on local needs and job requirements.

Program Components

In general, it is recommended that both program and method be designed so that *form follows function.* This is the reverse of the traditional education and training model in which content and form are forced into an arbitrary design.

Suggested components of the training program include:

I. Choice of training agency and design of training program.
II. Entry Training
III. Generic (basic or core) training for all human services
IV. Generic training in individual fields (e.g., health, education, social services, etc.)
V. Specific job skill training (specialty training)
VI. On-the-job Training
VII. Remedial Training
VIII. Feedback Meetings
IX. Orientation of Agency Staff
X. Training of the Trainers
XI. Inservice Training and Follow-up
XII. Career Development and University Linkage
XIII. Curriculum Development
XIV. Training Methods

In subsequent chapters, each of these components is discussed in greater detail with a section on various training methods that can be used in the program.

The model on page 9 depicts all the training components and shows their relationships to each other. It illustrates the three-phased progression that takes place in New Careers training:

1. The progression of trainees from generic training in human services upward to entry-level positions and to further on-the-job advancement.
2. The progression of individual trainees from remedial learning upward through achievement at the high school, junior college and even the college level.
3. Training and orientation for professional staff in the New Careers concept and in continuing training and/or inservice education.

Basic Training Principles

An effective program includes more than simple efforts to teach specific skills. New Careers training should have an effect on every aspect of the trainee's life. To get maximum returns from training people from the indigenous community, several principles of training should be followed:

1. Training in generic issues, specific entry-job training, basic training in a particular human service area, and remedial training should be provided within the context of a small group.
2. There must be basic training in a particular area of human services.
3. There should be specialized skill training for the entry position.
4. There should be a supervised on-the-job work training experience for each trainee.
5. Each trainee should be paid during his participation in the training program and this compensation must be adequate to enable him to live above the poverty level.
6. Released time from the actual work experience should be granted for training and/or additional education.
7. Selection and training of professionals to supervise Human Service Aides (trainees) should be given considerable attention because of the important roles they play.
8. Orientation of agency administrators and agency staff to the New Careers concept should be accomplished before training starts.
9. Remediation (remedial training) should be initiated in terms of the job's needs.
10. Attention should be given to the training of trainers at every juncture in the training program.
11. Continued inservice training and career development and mobility within agencies must be developed and available in terms that are realistic to the entering trainee.

The principles outlined here are suggested for use in six-month training programs. The six-month period gives disadvantaged persons time to reconsider and revise their customary standards and values with respect to employment, themselves and professionals. Adaptation and adjustment to a strange and different environment does not take place in a week's time. Support provided over a six-month period helps the trainee to make a smooth transition from unemployment to employment. In addition, with respect to the generic, remedial and specialized job skill curricula, this duration of time appears to be ample to allow each trainee to acquire minimal levels of skill and knowledge.

The most effective method of training among people from disadvantaged backgrounds is explaining or demonstrating how a task is done and then providing opportunity for them to do the job under observation. Errors should be corrected and explained *as they occur.* Next, the trainee should be put on his own with advice about where and when to seek help. Questions are encouraged.

Training in this manner requires time, for the trainee is actively involved in moving from simple to complex tasks and he must have time to thoroughly understand ideas, procedures and explanations.

He must experience success at a task before he is moved on to other more difficult tasks. It appears that a six-month period allows ample time for the screening process which should be considered the initial phase of the program.

> Too often people are screened out of potential jobs because of initial impressions they make. An honest training program before permanent employment can help people open up and grow. It takes time, for people who never thought of working in these jobs or fields, to recognize that they can contribute something of value. Many of the people will need a great deal of support in order to achieve this realization. Disadvantaged people may not be able to get this support on a permanent job. They can get it in a training program.[1]

Training and work experiences provide objective methods of evaluating people for work. If a person has not shown any evidence of potential by the end of the sixth or seventh *week of training, then other alternatives should be considered* for him since one-fourth of the training program is over. When the training program is less than six months long, not enough time can be allotted to this critical screening process.

The remaining eighteen weeks should be devoted to bringing each trainee up to some minimal level of job functioning. Training should never stop even after the formal entry training program has ended. After the entry training program has ended, such activities as special seminars, short-term workshops, additional education, special demonstrations, etc., should be a part of continued staff development efforts.

Evaluating the Trainee

Every attempt should be made to avoid prejudging the ability and potential of the trainee on the basis of traditional stereotypes, performance in the classroom situation, or results of traditional personnel testing devices. The only objective and effective measure of ability, potential, and success is the trainee's performance on-the-job. If the trainee has difficulty in this situation, then, rather than drop him, the training staff should try very hard to provide alternative programs or job situations that require the level of performance he can meet. This flexibility of approach is necessary to an effective program geared to meeting the needs of people. It is better than forcing people out of the system if they fail to meet what are frequently arbitrary, abstract and dysfunctional standards.

CHAPTER II

THE TRAINING DESIGN

What Agency Should Do New Careers Training

Training can be done by the employing agency or an outside agency but several factors should be considered before a decision is made with respect to which agency should do the training.

First, does the employing agency have the necessary resources, i.e., space, staff, money, materials, etc., to train a given number of new employees? Can the agency provide the necessary personnel to conduct the training program? Is this training to be a one-shot effort or will it become a permanent part of the agency's training effort? If it is intended that New Careers training become a permanent part of the agency, it is suggested that training be done by that agency. If not, it might be more efficient for several agencies to combine their resources and jointly operate a training program. The program might be housed at one of the agencies or at some other mutually supported establishment.

If the program is to be institutionalized within a school or junior college where credit for the courses can add to the inducement for learning, it may be advisable to house the training program in that setting from the beginning.

Serious consideration should be given to who should do the training – an internal or an external department – and where it should be conducted. The particular goals of the program and the resources of the agencies involved will determine where the training should be done.

Staff Needs

The optimum New Careers training program is one in which one person is responsible for coordinating all training elements, another is responsible for the generic issues, and a third person is responsible for the specialty skills components.

A training director with total responsibility for the project is needed for programs with thirty-five or more trainees. There should also be a project coordinator, reporting to the director of training. If there are fewer than thirty-five trainees, the duties of the project director and project coordinator may be combined into one position.

The project coordinator should be responsible for the overall coordination of the project and for supervision of generic core training, specialty training, remedial training, and the on-the-job training experience.

The types of jobs for which the trainees will be trained will determine what specialty trainers are needed. For example, if the jobs are in recreation, a special trainer is needed who has knowledge and skill in recreation. If the

jobs are related to preschool care, a specialty trainer with knowledge and skill in early childhood development is needed. The specialty trainer should be responsible for developing and/or expanding the curriculum for the specialty training and for teaching those specific skills and knowledge needed by all persons entering that particular field. He may be responsible for the liaison between the on-the-job supervisor and the training project, or he may also function as the on-the-job supervisor. Specialty classes should be limited to no more than twelve persons per class.

One person should be responsible for remedial training. He may be a full-time or part-time remedial trainer, depending on the needs of the program. This person must spend enough time with the program to enable him to integrate his curriculum with the other phases of training. The remedial classes should also have no more than twelve trainees.

Next, small group (core group) trainers must be hired for groups of no more than twelve people; ten is preferable. Through proper scheduling, it is possible to have several group sessions conducted by the same trainers. Each trainer can be responsible for two groups. The trainer is responsible for helping the trainees make the transition from unemployment to employment. He is also responsible for choosing, guiding, and sparking discussions and making them relevant to his particular group's interests and problems at particular times.

A typist should also be detailed to the training project to type needed materials and to distribute materials to trainers on schedule.

Scheduling of the training components should be done before the training program starts.

The timing of the training program's components is most important. If possible, classes should be scheduled on a regular basis, for this tends to facilitate the "settling in" process. During the first six or seven weeks of the program, maximum time should be allotted for core training since many problems relating to adjustment will arise and most core training during this time will have to be devoted to these problems and issues. If possible, core training should follow the work experience or come as close to it as possible. This permits the handling of concerns and problems before they reach explosive stages.

Sufficient time should also be devoted to specialty training during this phase because the trainees need to "catch on" to what is being taught and to master many of the specifics taught. Time must be allowed for the constant reteaching of basic skills. The work-training experience should not be too long because the trainee will not have enough skills to work effectively for long periods of time, and his workload and worktime should be gradually increased so that he will not be overwhelmed by the initial work-training experience.

During the second phase of training, the work-training experience should be increased in length, and perhaps scheduled at a different period of the workday. This will permit the trainee to get a different picture of the duties simply because he is on the job at a different time. The core training period should be reduced. Experience has shown that after the first six or eight weeks, the time can most wisely be used for actual work-training experience. Specialty training should not be drastically reduced but it may be scheduled at different times during the training schedule to immediately precede the work-training experience. This timing of activities will tend to reinforce specific skills learned by providing the trainee an early chance to use them before they get cold. He also has an opportunity to get additional help from the OJT supervisor with respect to problems or points which were not exactly clear to him. Remedial training time should never be reduced. If possible, as other parts of the program are somewhat reduced, remedial training should be increased, for the trainees will undoubtedly ask for more help.

During the final phase of training, time available for work experience should be further increased. Core training can remain constant or it can be further reduced, depending on the content of training.

Flexible scheduling is very important throughout the training program. If special activities, such as field trips, special lectures, and demonstrations are in the best interest of the trainees' growth and development, it should be permissible to deviate from the schedule. However, care must be taken not to stay away from the planned schedule for long periods of time, for settling back in then becomes more difficult. For sample training program schedules, see the Appendices to this manual.

Trainees in New Careers programs must receive adequate salaries during training.

A reliable system must be established to insure prompt payment of the trainees' salaries. Since they will be somewhat skeptical and mistrustful of the program and staff, any delay in receiving salaries will enhance their mistrust of the system. People entering New Careers training programs are applying for better "jobs" rather than "careers" and many will, of necessity, be concerned with nothing more than the immediate opportunity to earn money. Most of the trainees will not be initially interested in long-term possibilities of a career, nor will they have much perception of the need to commit themselves to long-term frustrations in pursuit of a career.

People brought up in urban ghettos who have failed at school and in the employment markets do not have much idea that they can succeed in work that commands the respect of society and in which they themselves can take pride. Initially, they will be more interested in the "better" salary the job provides, and in getting paid on time. Most trainees literally live from one pay day to the next.

Any delay in pay can precipitate a crisis situation.

Pay days should be scheduled weekly or biweekly. Weekly pay periods are preferable since they provide more frequent compensation, as the trainee sees it, for the stresses and strains incurred in the training program. The money helps maintain their interest and motivation, especially when the going is rough and before they develop a commitment to the job and the agency.

The training program will run smoother when there are some arrangements for unexpected expenditures.

Some thought needs to be given to the manner in which money needed for small but important items can be secured. Experience has shown that there will be requests

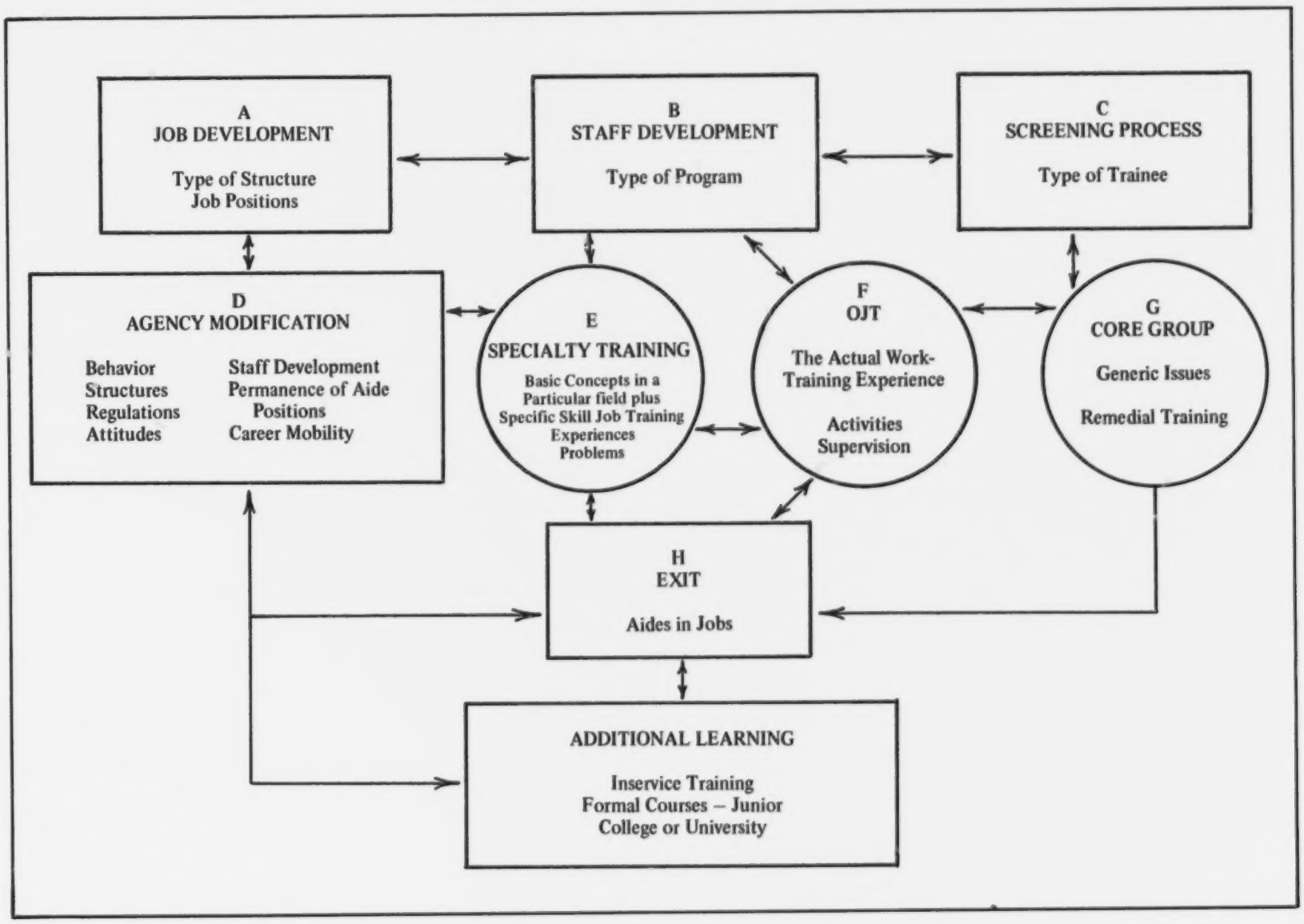
for supplies from all the trainers such as requests for funds for field trips or for special demonstrations. A workable method should be designed to provide money for approved items within a week's time. A petty cash or special fund can be set up for this purpose. Long delays in the arrival of necessary teaching materials and vital supplies will only frustrate the staff, impede the speed of learning and waste valuable time. This may seem unimportant in comparison with other training concerns, but unavailability of money can cripple the training program.

Physical accommodations must be provided for all people involved in the training program and all training facilities should lend themselves to effective training.

Adequate working space is needed for all Human Service Aides and trainers. Each trainer should have access to an office and a desk. Trainers who have to constantly move training materials and who have no space to sit can hardly be expected to put forth their best efforts. A pleasant work environment enhances the quality of work produced by all staff.

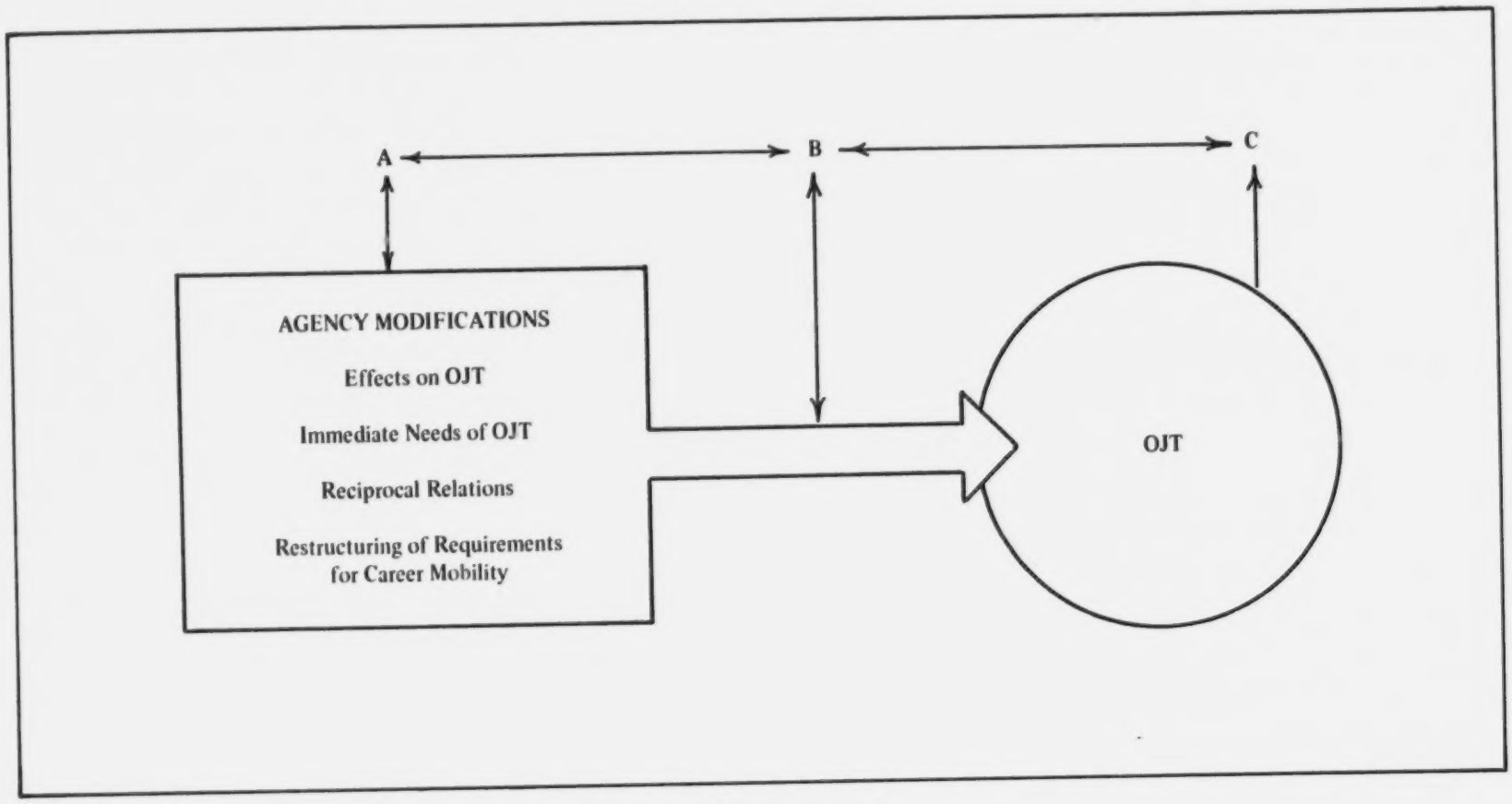
Training rooms should be conducive to the training activity. For example, if a large room is needed for teaching a specific skill, the training staff should have access to such a room. However, for the small group meetings, where a more relaxed informal atmosphere should exist, smaller rooms will be sufficient. Training rooms should be relatively free from distractions and conducive to learning.

Some thought must be given to the logistics of the program. Does time permit the training group the opportunity to get to the most suitable training facility? For example, how much time will it take for the trainees to get from the on-the-job agency to the training program? Is it better for the group to move or should the trainers move, or should they both be involved in moving?



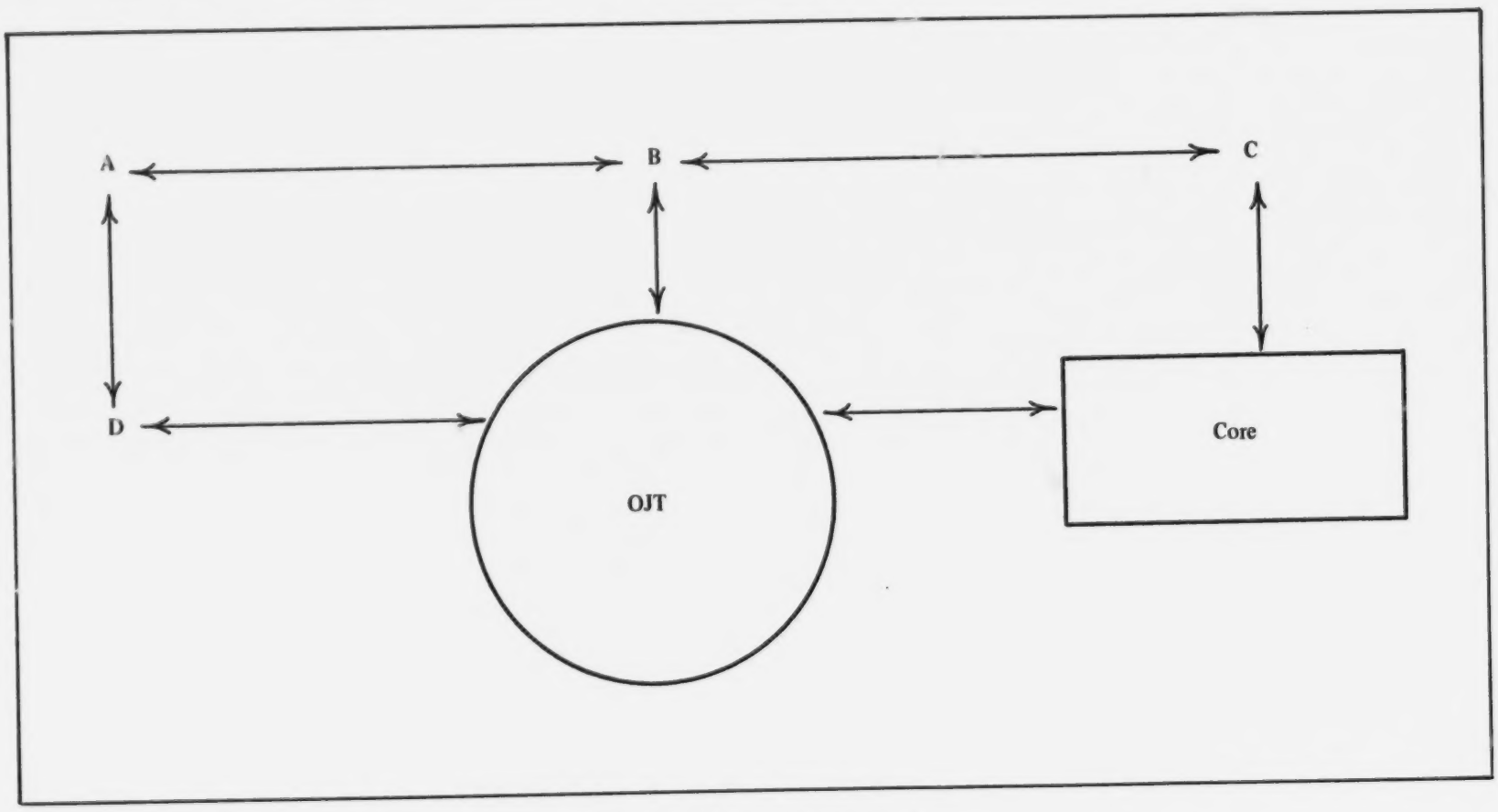
Explanation of Figure 1

All parts of the New Careers model work concurrently.
The model is a systems approach to getting people jobs with careers built in.
Activities in all systems intimately influence the training program.
The type of job development provided affects the type of training program which in turn affects the trainees entering the program.
The trainees' problems, job needs and experiences determine core group activities. Core group activity is geared to helping the trainee succeed in the system.
If any element is left out and/or changed, the quality and functioning of the other elements are also changed.



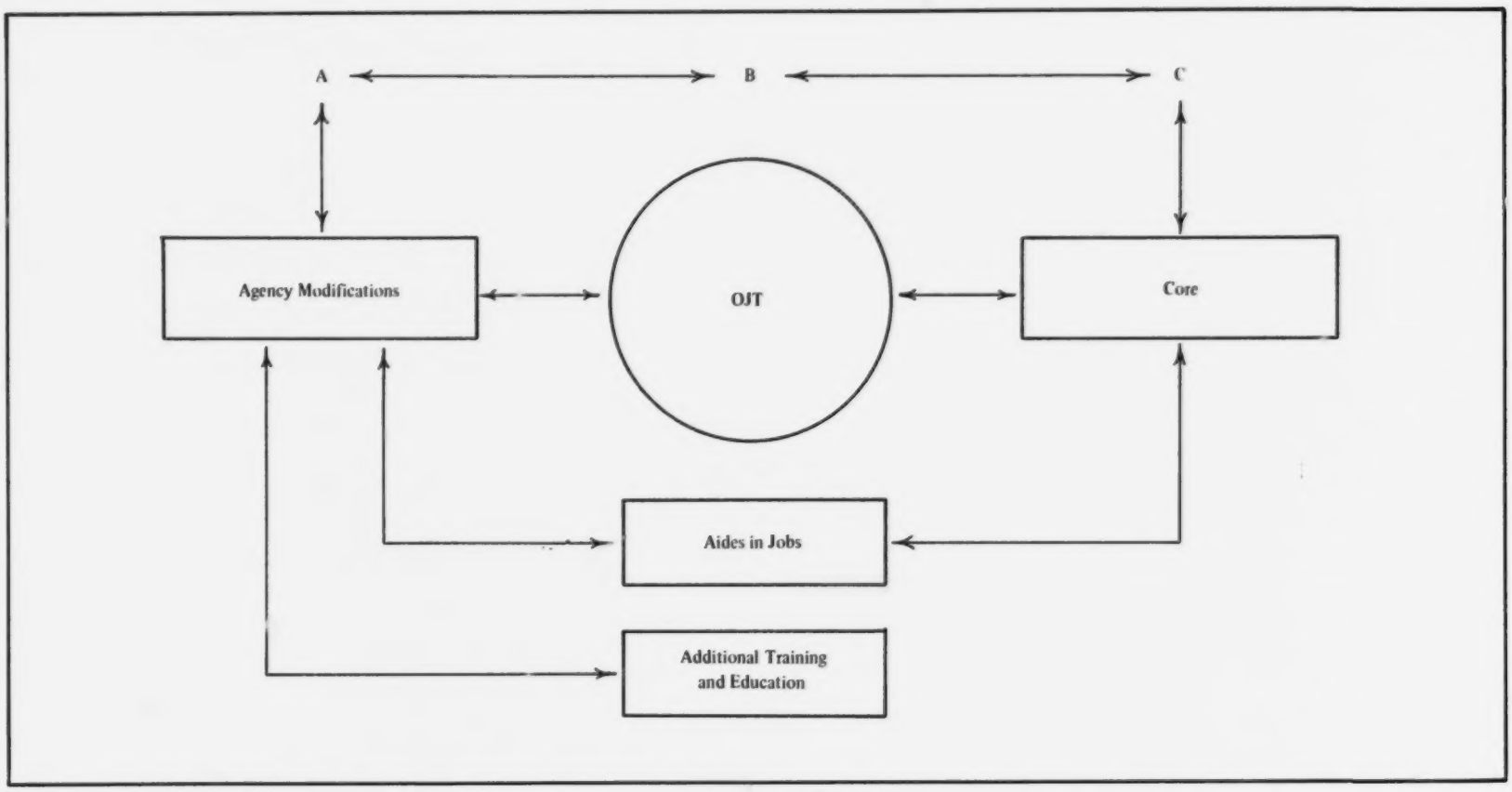
Explanation of Figure 2

The employing agency must be completely affected by the training program.
The staff relationships must be changed; employees' attitudes must be restructured, and changes must occur in agency policies and regulations.



Explanation of Figure 3

Training in the New Careers programs will be intimately concerned with the generic issues in human service. These issues may stem from OJT experience and/or the life experiences of the trainees and should be discussed in a group setting. Such discussions have an effect on the job situation and on each trainee's life.
Also, this part of the program is responsible for providing the knowledge and skills needed to do the job; however, the acquisition of job-related skills and human relations skills is of equal importance to training.



Explanation of Figure 4

The OJT experience fulfills needs of both the training program and the employing agencies. The effects are reciprocal.
Final aide positions depend on both the training and employing aspects of the program – will the jobs be dead end, will there be additional training and advancement opportunities, etc.
Additional training and education affects the employing agency while the opportunity for such depends on the employing agency.

CHAPTER III

COMPONENTS OF THE ENTRY TRAINING PROGRAM

Job Development

As a first step toward success, a New Careers training program must get firm commitments from human service agencies for jobs and promotions for its trainees. To get agencies to agree to hold positions open for trainees even though their immediate need for manpower is acute may strike some administrators as unrealistic but it is vital to the success of the program. Then the task of designing the program must begin. Several strategies for designing a New Careers training program demand attention. Fishman et al suggest:

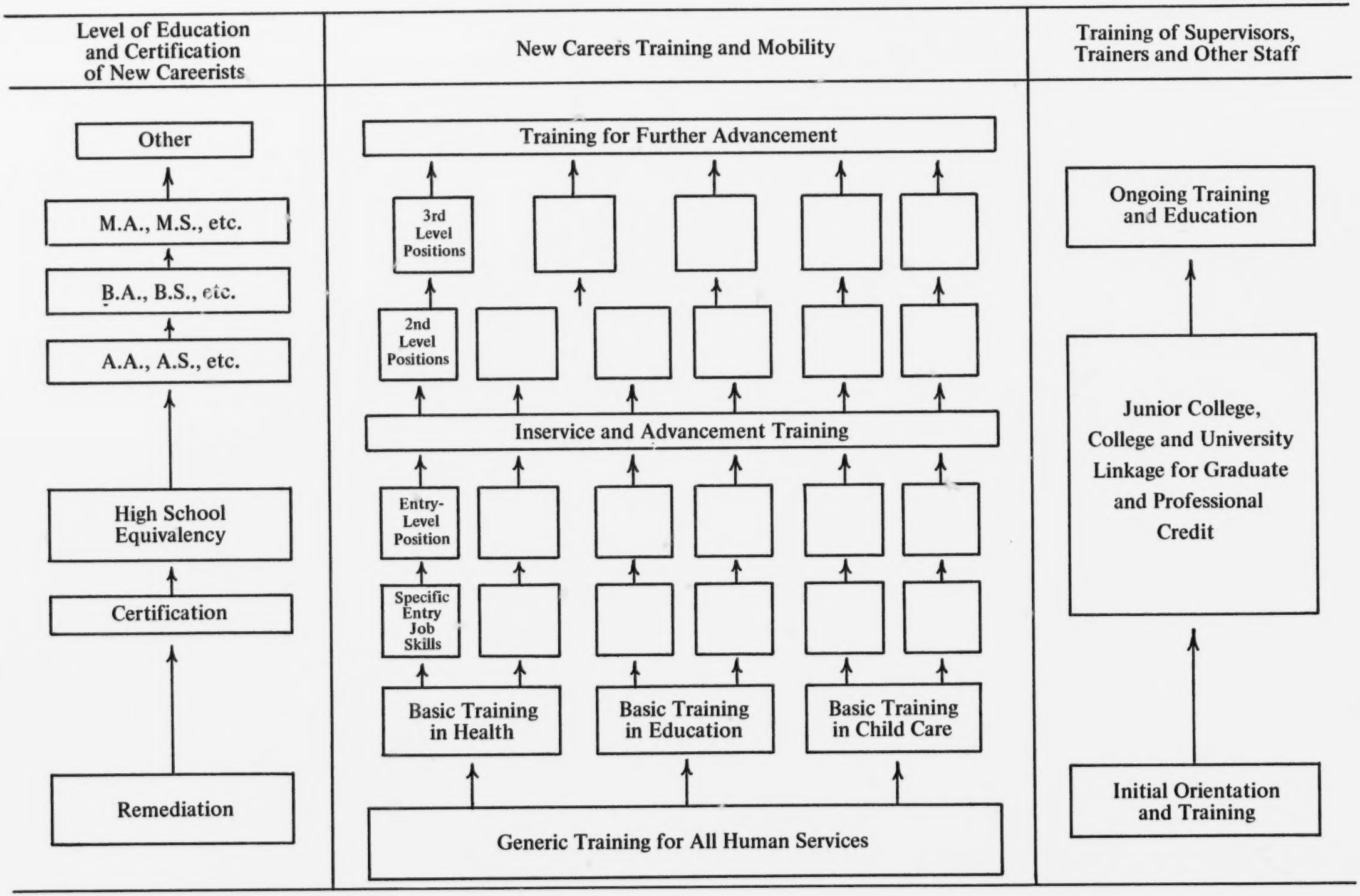
> Give job development top priority in planning the training program. The initial step needs to be an analysis of community agency structure and manpower needs, the climate of acceptance or resistance to innovative approaches, and the possible ways that the training program can help to fill some of the gaps in human services in the community.[2]

Job development must be viewed as a continuous process involving everybody from the top-level administrator to the trainee. This process contains several important elements: First, the planners must establish or create entry jobs and get commitments from agencies that these jobs will be available for the trainee at the end of the training program. Second, jobs should be carved out for the career journey of the Human Service Aide. The first must be done with the second in mind. As the tasks for the entry job are listed, those for more advanced positions should also be listed. The entire job progression should be complete before the training program begins.

Job descriptions can be developed in two ways. The tasks the trainees are to perform can be determined by arbitrarily extracting from the professional's work those functions that require little education and no training – the fragmented approach. Or tasks may be based on a reorganization or realignment of all functions in a given area of service with each worker assigned to do what he can do best.

Who should do job development? Since this part of the training design is of paramount importance, it should be initiated by top-level staff such as program directors,

TRAINING FOR NEW CAREERS


Level of Education and Certification of New Careerists
New Careers Training and Mobility
Training of Supervisors, Trainers and Other Staff
Other
M.A., M.S., etc.
B.A., B.S., etc.
A.A., A.S., etc.
High School Equivalency
Certification
Remediation
Training for Further Advancement
3rd Level Positions
2nd Level Positions
Inservice and Advancement Training
Entry-Level Position
Specific Entry Job Skills
Basic Training in Health
Basic Training in Education
Basic Training in Child Care
Generic Training for All Human Services
Ongoing Training and Education
Junior College, College and University Linkage for Graduate and Professional Credit
Initial Orientation and Training

agency directors or chiefs of divisions of both the training and the employing agencies. These officers have the authority to start the job development process, and they are sufficiently familiar with the training programs and the agency's purpose, needs, and goals. Due to the newness and wide ramifications of the job development process, the programs require the sanction or vested interest of the top-level staff.

After the employing agency's top-level staff has committed the agency to the goals of the New Careers program, these and other staff members of the employing and training agency more intimately involved with the operation of the programs should further refine the job descriptions. The need to involve each level of staff cannot be overemphasized.

Once job development is begun, the aforementioned conditions are agreed upon, and job descriptions have been written, the planners should further establish the purposes and goals of the training program. They should then give attention to the staff, facilities, curricula, etc., that they will need.

Entry Training

1. Rationale for a Hierarchy of Generic and Job Skill Training

This approach allows the trainee freedom to move vertically, horizontally, and diagonally as opportunities present themselves or as he feels he is ready to move. This process is graphically illustrated in the accompanying diagram. The trainee will not have to start an entirely new training process each time he moves from one position to another. For example, a person who has been trained as a recreation worker for a neighborhood playground and wants to become a recreational specialist in an institution for mentally retarded children has already received the generic training required of all human service personnel and the general training required of all persons in recreation, so he won't have to start back at either level. He will simply have to develop the specialized skills of a recreation worker in this specialized setting. This approach allows an agency or a training facility to build up a cadre of trainers proficient in given areas of training, thus more efficiently using people's skills and developing a hierarchy of knowledge.

As mentioned, this method allows for diagonal mobility within a system. Consider, for example, a child-care worker who is dissatisfied with child care and wants to become a mental health worker. Let us assume that four hours of training per day are given to mental health trainees. What training would this worker need to move diagonally? He would receive basic training in mental health for one hour a day and specialized training as a mental health worker for another hour each day. He would already have the base training for all human service workers. Thus, he would have two hours of training time available to him. The agency might allow him time off to take a course at a community college or university. Here again, the important thing is that he avoids spending additional time and effort repeating training.

This approach offers the trainee realistic chances for mobility and increases the holding power of agencies over employees. When employees have realistic opportunities for advancement and when they get additional training that will enable them to assume more responsibilities and increase their salaries, more of them will remain on their jobs.

2. Generic and Basic Training for All Human Services

Getting maximum results from New Careers training requires a hierarchy of training. At the entry level, all trainees should be exposed to a basic human service orientation. This means simply those generic issues that come up in human services. This approach provides a base for specialization in a variety of human service fields and increases the possibility for horizontal and vertical mobility. The entire program should also be augmented by curriculum inputs from the human service curriculum.

This curriculum is very flexible. It permits discussion of the immediate problems faced by the trainees and raises issues for discussion that are designed to teach the trainees to cope with or avert troublesome situations. There is no definite order for subject-matter coverage. Content areas should be covered as circumstances demand. Some of the planned content can be deleted if unforeseen issues arise and consume much time. Core trainers should lead these sessions.

The human service curriculum covers a broad range of activities involving the functioning of individuals in the group as potential employees and as citizens as well as the generalized knowledge needed in human service activities. It should include: the use of supervision, how to make contact with people, how to be at ease with people, how to observe what is going on in interpersonal relationships and understand the meaning of behavior within a particular context, personal hygiene, community dynamics, the law and the use of legal services, credit unions, insurance, medical-care programs, etc. It should be taught through field trips, demonstrations, guest lectures, films, appropriate movies, tapes, and the like. In the beginning, it may consume a large portion of the training day but near the end of the program it should take considerably less time. For more information on the human service curriculum see *Generic Issues in Human Service: A Sourcebook for Trainers.*

Specialty Training

1. Generic Training in a Particular Human Service Field

Generic training for all human service aides provides distinct advantages in developing a foundation and mobility in all fields. This principle applied to each field amplifies this further. Thus, all trainees going into the field of health receive generic training in the principles common to all aspects of health work (e.g., some fundamental knowledge of the human body). Specific job skills are elaborations of this foundation. This prevents the kind of locking-in which occurs in assembly-line training in which the emphasis is on training to do only job-specific tasks. Training should broaden horizons, not narrow them. For further discussion, see *Training for New Careers.*[3]

2. Job Skill Training

Secondly, specialty training should provide training in the specialized skills needed for the job as spelled out in the job description. The job description must be considered developmental; it should change as the trainee gains competence, skills, and knowledge. Specialty training must be flexible enough to incorporate complementary and supplementary job tasks as the trainee advances. Quick and thorough acquisition of skills and early opportunity to use them will help the trainee immediately to feel that he is contributing something of value to the agency's program and will convince or reassure him that he can be a useful and effective staff member. One cannot overemphasize the importance of including theoretical background so that the trainee can both perform satisfactorily on the job and have a sound basis on which to advance.

The specialty trainer will face a number of problems particularly if he is dealing with a group of trainees whose previous educational experience has been predominantly negative. *His most important task is to establish the kind of relationships and atmosphere that can make effective learning possible.* Experience with such groups has shown that they can be motivated by their desire to do a good job, by the challenge of new and different work, and by curiosity about their new jobs and themselves. The trainer generates more interest and involvement when he can get them to talk about their experiences with the subject-matter content. He should elicit their honest reactions, encourage them to voice alternate ways of approaching the topic, and discuss reasons certain things are the way they are. The principle is to weave the trainees' personal experiences into the material being taught. The trainer should pick up on these points, expand on them, encourage full discussions and criticism, but always return to the concrete elements of the job. These techniques should be the major components of the instructional approach.

The specialty trainer should be a specialist in the area he is to teach. He should recognize that the trainee comes to him with apprehension, anxieties, frustrations, and perhaps different life styles than his own. He must take unusual developments in stride. His teaching style should stress clarity and be detailed enough for the trainee to grasp the material, digest it, and make it his own.

The trainer should help the trainee develop his own manner of functioning rather than try to reproduce in him a replica of some professional. If the trainee is permitted to develop his own style, he will contribute that which is uniquely his to the agency's program. The trainer should not talk down to or patronize the trainee, but should use appropriate language and be sincere. Properly presented theory, concepts, skills, and techniques are definitely within the reach of the trainee.

Flexibility should be a hallmark not only of the range of materials covered, but also of the way they are covered. Specialty Trainers should be sensitive to the problems and issues the trainee brings to the training sessions and the demands of the OJT training agencies, and be able to generalize from these to the more abstract items of the curriculum. All of this is best done in a relatively informal atmosphere that includes short breaks when attention and interest wane. Wherever possible, discussions should be supplemented by films, demonstration workshops, and participation and role playing of special problems.

On-the-Job Training

On-the-job training is a major factor in the success or failure of the New Careers trainee, and must be coordinated with all other parts of the program. The OJT supervisor and the trainee must understand from the beginning that throughout the training program the trainee will acquire a progression of skills, moving from the simple to the more complex. The supervisor should initially determine some simple tasks the trainee can do and inform the specialty trainer what skills the trainee may need. As the trainee advances, the supervisor and the trainee must work together to provide advanced training for him. Thus, the OJT supervisor becomes an integral part of training and makes a unique contribution to the curriculum development process.

The need for carefully structured supervision is paramount. The supervisor must decide when the trainee is ready to move on to a more complicated task. All supervisors should continuously meet to discuss issues, problems, and concerns that arise as the program develops. These seminars are crucial to the smooth running of the program. A more detailed account of the selection of the on-the-job supervisors will be given further on in the manual.

The trainee should spend about one-half to two-thirds of his time in OJT. The on-the-job training should go on concurrently with the other parts of the training program, for it is through OJT that the trainee clearly sees the relationship between the training program and the entry-level job that awaits him if he completes training. On-the-job training provides the trainee with practical opportunity to apply new knowledge. It also lets him try this new role on for size before he leaves the training program. The OJT should begin sometime during the first week of training – the sooner the better. Long preparatory training before the work actually starts is very dangerous, because the trainee develops considerable anxiety until he gets into action – much more, in fact, than the normal amount of anxiety associated with any new job. The trainee's first tasks must be relatively simple and within the range of his skill; as on-the-job training continues, the tasks should become progressively more complex. The trainee should experience success and mastery of a job before he is moved to a more complex one.

An on-the-job training agency should make certain basic commitments to training if the trainees and the agency are to achieve the goals each has set. Programs have had a measure of success and will continue to succeed without all these prerequisites, but maximum payoff requires a considerable commitment from the agency:

1. a commitment of organizational resources to the training of the New Careerist;
2. willingness of the agency to effectively communicate with those responsible for administering the total training program;
3. commitment to research; and
4. an administrative commitment of the agency to the trainee.

It requires time, money, and staff to effectively train any new staff member, especially when the new recruits are relatively unskilled, inexperienced people from an educationally disadvantaged community. The agency must be prepared to give the OJT supervisor enough time off from

his other duties to enable him to instruct the trainee as needed, for the trainee will request frequent informal supervision. The agency should make a realistic downward adjustment of the "production" expectation of a professional who devotes part of his time to training a Human Service Aide and must make it clear to the professional that it understands the full scope of his commitment. He must lose no status or promotional opportunities because of his participation in the training program.

Indeed, OJT supervisors should be given positive incentives such as arrangements with graduate and professional schools for granting of academic credit to those who, in addition to their job duties, attend seminars on the supervision of nonprofessionals. The agency can pay tuition and fees for those supervisors who may wish to continue their education. Extra pay, of course, is another good incentive. The agency should allow the supervisors time to consult with others in the training program during the program's inception, before training actually begins, and as it progresses. There will be feedback meetings which the supervisors should attend in order to ensure proper coordination of OJT with other training inputs.

Remedial Training

Remedial studies in reading, arithmetic, and composition may be the most important single factor in determining the success of any training program for the socially and economically disadvantaged. Because many trainees have grown up in urban ghettos and/or dropped out of school, they are likely to lack the basic skills of reading, writing, spelling, and counting. Some remedial teaching will be a crucial part of all aspects of training.

Remediation should be done within the context of job needs. The trainees will be expected to write reports, keep account of their observations, budget their time and money, and read simple pamphlets and manuals. Through these tasks, they not only will obtain practice in basic skills but they will also see the importance and the relevance of formal education to their jobs and will become stimulated to request help in these subject areas. Any program providing training to the educationally disadvantaged must include remedial studies, and do so in a manner giving the greatest assurance or probability of quick initial success and rapid achievement.

The goals of remediation should be:

1. to teach those oral and written skills necessary to perform effectively on the job;
2. to provide individualized teaching in areas of weakness;
3. to bring each trainee to some minimal level of literacy, and
4. to prepare trainees for standardized examinations such as the high school equivalency test, the college entrance test, or other tests necessary for job advancement.

During the first week or two of the training program, each trainee's needs should be assessed in relation to job needs and problems. Lessons should be planned to overcome specific job weaknesses. Once these difficulties are mastered with some degree of success, further remediation should be structured to meet the specific requests or demands of the trainee. This approach serves to hold his interest, for he is doing something he wants to do and is experiencing success.

Some trainees will have gross weaknesses in the skills needed to perform the job and some will have fewer deficiencies. What can be done with those who are further along than others? They might be taught how to read for relaxation or enjoyment, or be helped to improve comprehension or vocabulary or prepare for examinations. This does not suggest that remediation is not planned or structured. It simply means that the remedial curriculum should be wide ranging and related to the individual trainee's needs.

People learn in many ways. Some learn best from doing, others from lectures, still others from films. Therefore, all methods of instruction and aids should be used in an effort to increase the effectiveness of remediation: newspaper, tape recorders, small group instruction, individual instruction, selected paperback books, standard text books, tutors, and so on.

As in other learning situations involving the trainees, it is important to establish the kind of relationship and atmosphere that will make effective learning possible. The remedial trainer should be willing to teach and should have faith in the trainees' ability to learn. Such an approach to remediation will be effective because: 1) trainees will see the need for the help offered; 2) they will feel no pressure to keep up with a prearranged schedule for the sole purpose of being on time; 3) they will work in a somewhat relaxed atmosphere; and 4) they will learn by doing things they are interested in.

Feedback Meetings

Feedback meetings are needed to ensure the smooth running of the program. All participants in the training program should be aware of this. The meetings must deal with factors that prevent effective job performance. There will be a tendency to focus on those factors which, in the mind of the "professionals", will make the trainee a better person or will make him into something he is not. This must be avoided. The focus must be on finding ways to increase the unique potential the trainees possess.

Discussions should focus on the system, the trainers, the job supervisors, and the trainees. What is there about each of these that impedes the trainee? Discussion must be candid and honest, for changes must occur within the entire system as a result of the trainee's part in it.

For meetings to be successful, effective communication must be maintained. All participants should talk "with" rather than "past" each other. Discussions should take place between trainers and trainees, trainees and OJT supervisors, and trainers and supervisors. Problems should be thrashed out and resolved as they arise. The danger of letting situations build up is too great to be tolerated in the program. These meetings should be continuous throughout the program, for there will be much to think through, reevaluate, rediscuss, and alter as the program progresses.

Orientation of Agency Staff

Orientation of the agency professionals to the training program is imperative. This might be done at a regular staff meeting or at a special meeting called for this purpose. The

orientation should have two basic goals: first, to identify and explain the agency's policies with regard to the program and the professional implications of it; second, to help the professionals understand the various roles people will play in the program. The rationale for the use of the Human Service Aide has to be clarified and work roles and reorganization discussed with the professionals who will inevitably come in contact with him. Professionals must have opportunity to ask questions, to voice concerns, and to express and reconcile some of the doubts they will have about employment of the Human Service Aide. They must be given honest answers about the training program. The idea of using supervised work experience as part of training for holding a job and becoming more responsible will seem strange to them at first, and they *must* be convinced of the importance of this approach.

Professional resistance and anxiety will be high. During these meetings, every effort should be made to sell the resistant professional on the value and benefits of the program. One meeting is not enough. Several meetings should be devoted to this type of orientation *before* the training program starts. Resistance will start to diminish after the trainee has been a part of the agency and is able to prove his usefulness to it. It will further diminish after the professional begins to derive benefits from the trainee's services.

One major source of resistance will be the professional's mistaken belief that the Human Service Aide will, with minimal training, take over some of the professional's functions. In effect, some professionals believe that "five case work aides will perform all of the functions of a social case worker," or "eight operating room aides equals one brain surgeon." This, of course, is nonsense. The critical issue is how the professional and the Human Service Aide can best be used together to improve the service of the agency.

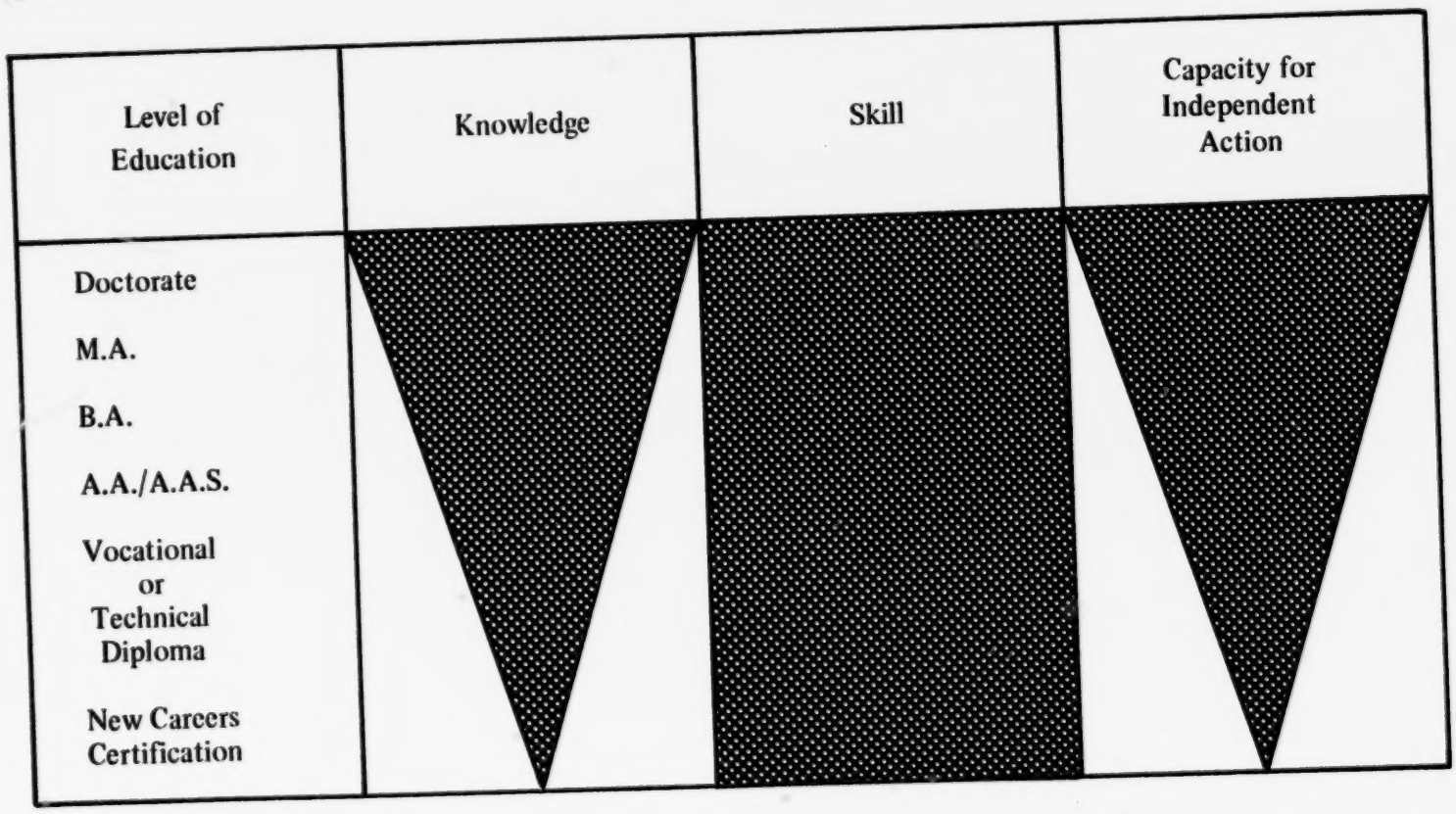
In determining the best use of professional and Human Service Aide personnel, education level, knowledge, skill, and capacity for individual action should be reviewed as a basis for restructuring services and jobs. We should be more concerned with "mindpower" than manpower.[4] "Mindpower" stresses using the professional and the Human Service Aide for those functions for which each is uniquely qualified. The chart[5] below illustrates the three critical components of education – knowledge, skill, and capacity for independent action – as a guide for analyzing job function.

As the educational level rises, so do knowledge and the capacity for independent action. The skill component remains constant because at each level of job function, optimum performance can be expected within the limitations of the other factors. This does not mean that the continued development and accumulation of skills is constant at each level. It is not. However, within each level the performance of those skills should be optimum.

Inservice Training and Follow-up

Before the formal training program ends, a sound plan must be developed for an inservice training program and for follow-up of the trainees. They should not be immediately cut off from the many supports of the training program or denied additional training or education simply because they now have the job. Continued training will further develop the trainee and improve his knowledge and skills. This training may be held once a week or biweekly and trainees should be required to attend, since the entry training program has brought the trainee just so far. The inservice training must move him beyond the entry level so that he can continue to improve the quality of his work.

If a trainee needs advanced educational training to move up the career ladder, some plan must be developed with junior colleges to teach him, for course credit, during the eight-hour day, perhaps at the job site. Another way to follow up the entry training program might be to have some person, possibly the core trainer, available to the trainee as needed, or to continue to hold core meetings biweekly for



three months and then monthly for three more months. Attendance at these meetings should not be compulsory, for the "employee" should be free to come as circumstances warrant or as often as he likes. These plans will allow the gradual withdrawal of the support offered by the entry training program. It is hoped that after the first year the trainee will have developed enough strength to sustain himself; however, some form of inservice training should be a permanent part of the agency's continued staff development program.

Career Development and Educational Linkage

Career development as used here means the availability of opportunities and career steps that will enable a person to move toward a desired career. In order for career development to become a reality and to have meaning for disadvantaged persons, the career steps must be clearly defined. Prerequisites for movement to the next step must be known to all concerned. This information cannot be "classified" or "top secret." All trainees or employers should be considered eligible to move to the next step, and this movement should not be subject to prejudices, positive or negative, of powerful people in the system. The steps must be attainable in periods of time that will show the trainee that progress truly is possible.

"It is important to distinguish between job oriented training and career oriented training."[6] Job training connotes training for positions that may not have any permanence, while career training implies permanence of the work.

> In order to develop a career, an individual usually has to acquire college credits and hopefully a college degree. The first step in career oriented training for disadvantaged and undereducated people must be directed toward enabling them to acquire high school equivalency diplomas. This is a bare minimum for a public service career. It is necessary to plan specific routes for individuals who must acquire a college education while working.[7]

Some accrediting agencies – for example, the District of Columbia Board of Education and the New York State Board of Regents – have provided guidelines for high school and college accreditation of off-school or off-campus experiences and training.

Off-school or off-campus "site-based" courses are extremely important for disadvantaged people who have had negative educational experiences and require a transitional stage to assist them back into the education system.[8] A person could acquire a number of college credits in his particular field as he works at his job. This has the advantage of allowing workers to complete their college education while they are working full time. The time required to complete all requirements for the college degree would vary depending on the availability of courses, the number of courses taken per semester, and the number of credits granted for work experience.

Such a plan might take up to six years to complete. The trainee will be able to work, for the agency will provide him with time off to attend classes. He will still provide for himself and for his family. The plan will also allow the agency to benefit from the employee's advanced knowledge as he receives it. And it might ultimately make many college courses more realistic in content, for the student will be applying the knowledge as he learns it, and this may feed back into curriculum revision.

Since the university has not developed a curriculum specifically for this purpose, it is going to be particularly important to select professors who are interested in developing such courses. The new syllabi should use the field experiences of the trainee and relate these to relevant concepts and systematic learning.

After two years of course work, the employee should be eligible for an associate of arts degree. This intermediate step is very important, for it will show an employee that a career is within his reach.

If new careers are to become meaningful channels for employment and educational advancement, the aide must know that he can move or progress from position to position. From the entry position, the trainee might become an assistant, then a senior assistant and from there move into full professional status – if he has the capability and desire.

Training of the Trainers

Training of the trainer for the Human Service Aide may pose a problem for some agencies. Who should do this training? Reissman suggests:

> "Ultimately, Senior Trainers may be recruited from the ranks of trainers who, in turn, have been recruited from among noncredential personnel including nonprofessionals themselves. Initially, however, this is unlikely. The first group of Senior Trainers should have had considerable supervision-related experience with social workers, educators, psychologists, nurses, etc. These should be people who have skill not only in supervision, but in the imparting of supervisory skill. The Senior Trainers should not be trained in basic educational and supervisory techniques, but rather should be assisted to modify and enlarge their technology. Thus, they must be flexible, sensitive people who do not rigidly adhere to their traditional techniques. They must be people in search of new careers, growth and development, challenge and excitement."[9]

How should training be done? The project director or the project coordinator might develop and implement the training program. Or several agencies might join forces to create training programs for the trainers. Or trainers might enroll in some university courses for theoretical content and follow this up with group supervisory sessions that integrate and relate theoretical concepts with actual training experience with the trainees.

For many of the professionals, this will be their first experience in training disadvantaged people. They will have many unspoken doubts about the ability of trainees to be of any help to other people and about their own ability to teach the trainees. One of the best ways of dealing with their anxieties and doubts is to introduce the new trainers to former trainers and to former job supervisors who have had experiences in with indigenous people.

Visits to agencies using Human Service Aides should be scheduled early in the training program for trainers. Neighborhood centers, local hospitals, child care centers, and residential centers for juveniles provide an opportunity for the trainer to see and to talk with nonprofessionals in action. The trainers should discuss with both the Human Service Aides and their supervisors previous training programs and their relevance to the tasks the aides are now performing, the problems they encountered during previous programs, and gaps in content. Problems the nonprofessionals are now dealing with should be evaluated with

supervisory staff of the agencies to determine if training could make an effective contribution to their resolution.

In addition to firsthand knowledge, trainers must be oriented to the New Careers concept and to the training design to be used. They should attend special intensive seminars or workshops on training to discuss such topics as: What type of person do we want to produce at the end of the entry training program? What are some possible techniques for working with disadvantaged people? What are some supervisory problems that might occur? What is effective communication? Is there a difference between training and therapy? The training population – exactly who are they? What are some of their strengths? Discussions should also focus on the life styles of the disadvantaged and special problems of working with trainees. Consultants should be brought in to discuss certain areas of training, and time should be set aside to study relevant literature on the subject. Although training of the trainers should be started before the training program begins, it should continue for the duration of the program.

Trainers should be sincere, interested, and able to interest others. They must like and respect their trainees. The quality of the trainer's performance is crucial, but his personality and character are as important as his knowledge and skill.

The training of the trainers – core, specialty and remedial – may be done collectively, for the main purpose of such training is to give them a frame of reference or some foundation for the specialized training they will ultimately do with the trainees.

Trainers who are professionals will have to deal with the fact that the trainees may not trust them. The life experiences of the average person in the urban ghetto have shown him that there is no place for him in the helping professions. The trainers will have to overcome this mistrust simply by being trustworthy. Another problem the trainers will have to overcome is the fact that the trainees will expect them to know all the answers. The trainers will have to be free enough or secure enough to say "I don't know," or "Let's look that up together." When the professional trains the nonprofessional, the trainee will be expecting to share in those mystical techniques and know-how that he feels have previously separated the helper from the helped. The trainers will have to deal with the trainee's disappointment that they do not have all the answers.

If the trainers can overcome their initial doubts and anxieties about their own and the trainee's abilities, they can then focus on the training process with some confidence. There is no substitute for going through the process of becoming a trainer. Training programs, workshops, seminars, etc., cannot possibly prepare the trainer for every situation he will encounter. But these activities and experiences combined with the practical experience of working with the trainees will develop professional staff members into competent trainers.

Curriculum Development

A broad range of content materials from the very simple to the complex should be worked out in advance of the program. Initially, curriculum development might be a joint effort of the specialty trainer and perhaps a community college. This could provide for the continuity of learning which must follow if the trainee is to pursue a meaningful career. If the curriculum developed for entry training is not providing the trainee with skills and knowledge needed to do the job, it should, of course, be immediately changed so the trainee will not waste time obtaining inforamtion that has little relevance to his immediate job. The relevancy of the curricula to the job is essential.

As the program unfolds, curriculum development should parallel job tasks. Many participants in the program will be expected to make significant inputs into the program. For example, the OJT supervisors should contribute to the curricula since the trainee needs additional knowledge and skills to perform additional duties. The trainees may suggest that certain content areas be added to the curricula and the specialty trainer may be able to determine when additional unanticipated skills and knowledge will be needed. For the curriculum to continue to develop, each person must be aware of the role he plays in the process.

CHAPTER IV

CERTIFICATION AND ACCREDITATION

If careers are the goal of New Careers training programs, accreditation or certification is vital. In our "credential" society, it is important to supply credentials for employment to persons who have never had them or whose credentials are no longer current. If the New Careers training programs are to serve as credentialing or accrediting agencies, it is imperative that the credentials awarded are recognized and that they are effective working papers in the employment market.

Efforts should be made to ensure accreditation of the training programs and of graduates by professional organizations and/or the training agencies. The assistance of these organizations and agencies should be sought during initial and continuing developmental phases of the program. Their involvement and endorsement will help ensure both the quality of training and the qualifications of the graduates. This endorsement will make the certification more meaningful and more negotiable, and consequently, more valuable in the market place.

Professional recognition of the programs may also serve as an entry for a link with junior colleges. Certification might be recognized as the passport from the first to the second step in the career ladder. The second step, as indicated previously, could be an Associate of Arts degree conferred after two years in a combination of work-training-education experiences.

Graduation Ceremony

Some type of graduation ceremony should be held at the conclusion of training. For some graduates, this will be the only opportunity to share their success and joy with families and friends. The ceremony should be planned by representatives of the trainees and members of the training staff. Efforts should be made to engage a prominent speaker who has status in the community and in the lives of the trainees.

A certificate acknowledging successful completion of the training program should be formally presented to each trainee. This will provide recognition to the trainees who have made the changes required in their lives to enable them to enter the labor market with dignity and self respect.

Additional recognition for the successful trainees can be provided by contacting local news media in advance about the graduation ceremonies. Local newspapers or radio and television stations will often send reporters to cover the event.

CHAPTER V

TRAINING METHODS

Small Groups

Training in generic issues, specific entry-job training, basic training in a particular human service area, group counseling, and remedial training should be conducted in small groups of approximately 12 persons. This approach has several advantages.

First, the group provides a reference point for change in the lives of the trainees. Since trainees do not possess the skills or life styles that permit ready entrance into human service occupations, they are placed in the uncomfortable position of having to renounce previous patterns of behavior as dysfunctional. Caught in the pull between familiar life styles and the new life styles they must acquire, they need a source of strength and support. The support of their peers in the small group enables them to better resist the pull of old friends and familiar ways.

Small groups inevitably provide a forum for reality testing – an opportunity to examine one's own responses to others, to examine the reactions of others to one's own behavior, and to re-examine values and attitudes. It is difficult in a group, for example, to avoid recognizing how one defends one's self against others, brings trouble to one's self, or deals irrationally with people. The opportunity to judge one's self in relation to peers often precludes the need for confrontation with the group leader or person of authority. Individuals in small groups also tend to keep one another in check and police their own behavior.

The group setting serves to increase and sustain the motivation of the trainees. The successful trainee who has discovered new abilities provides encouragement and impetus for others. Trainees often comment, "If he can do it, so can I." Seeing a peer succeed encourages the others to continue, to "stick it out," to "make it." It provides enormous psychological support and helps trainees become more involved in the program. Seeing others in similar situations with similar difficulties makes the training process less humiliating than it might be on an individual basis or in a large group.

Finally, group pressure facilitates the adoption of a new set of values and attitudes compatible with the wider society – attitudes crucial to success in human service work. This group pressure is much more meaningful than pressure by authority or "the man;" it also has the effect of reducing the tendency to slide by or to be "slick." The peer group provides the pressure to cooperate, regardless of one's desire to do otherwise.

Group Counseling

Combining counseling with training in small groups will increase the independence of the trainees, save money and reduce the number of staff needed to conduct the program. Group counseling is of paramount importance during the training program since people who are trying to make major changes in their lives or life styles must have support that they can accept and the motivation and encouragement to continue, or the probability for success is extremely limited. Counseling in the core group should be combined with discussions of generic issues in human service.

The Core Group

The major purpose of the core group is to help the trainee learn those coping mechanisms that are appropriate to a wide range of human service agencies and work roles. This method of training has been used successfully at the Institute for Youth Studies of Howard University. Ideally, the functions of the core group include the provision of:

a. The primary place where problems regarding job performance can be examined and dealt with.
b. A vehicle for increasing perception of and control over behavior and the assumption of responsibility for the group so that a group identity can be formed, with goals, values and standards.
c. A place in which the trainees can give each other mutual support and assistance.
d. The place where social and personal problems can be brought up and worked out in reference to functioning on the job.
e. A more effective medium for the transmission of the human service curriculum.[10]

Although the core group provides the most effective and efficient method of transmitting the human service curriculum, the curriculum can also be taught in workshops,

special seminars, special demonstrations, etc. However, if the curriculum is not taught in a group, its effectiveness is diminished by the lack of group interactions and dynamics.

Discussions in the core group should be guided by the core trainer. The role of the core trainer is important and complex. As outlined in *Training for New Careers,* the core trainer performs these functions:

1. He is responsible for bringing up difficulties with the group even if members directly concerned do not. He knows a great deal of what goes on in the work situation and often in the outside lives of group members.
2. He helps the group look at the reality of various situations, explores alternative interpretations and solutions, and becomes increasingly aware of the consequences of their actions. In sum, he is the arbiter of reality for the group.
3. He provides opportunities for problem-solving and decision-making, continually trying to foster a spirit of constructive and critical inquiry. All this is aimed at teaching the group how to function in such a way as to support and help one another in the solution of their problems and the management of their lives.
4. He encourages the group at all times, often against great opposition, to take on responsibility for themselves and their own actions.
5. From the onset, he needs to make quite clear how much authority he keeps and how much is delegated to the group.
6. Since his position as leader makes him available as a model with whom the trainee might identify, the leader must be able to cope with a variety of situations in ways consistent with the goals he has for the group. His own standards and values must be clear to himself, allowing him, without fear of personal seduction or insecurity, to assist the group in questioning and reexamining their own values and those of society in general. He must also be able to accept the implicit role of ego-model without anxiety and signs of rejection, and without over-identification.
7. As part of this process, he needs to be willing to admit his mistakes, and help the group be less defensive about their own.
8. He arranges to introduce subject matter into the group discussions as seems appropriate, and to provide opportunities for group experience in planning their own activities.
9. Above all, his influence with the group members varies almost directly with his indicating his respect and confidence in their ability to manage their lives, solve their own problems, and behave responsibly.[11]

These are definitions of optimal productivity on the part of core leaders, and not every leader will be able to perform all functions.

This core group approach fosters independence as each trainee is forced to take responsibility for and stand accountable for his behavior. Group discussions focus on day-to-day problems of social life in the community, on problems that may occur on the job and on the generic issues which come up in training for human services. In the core group, counseling is provided in a problem-solving context of social "reality" and job needs.

One frequent question is whether basic character problems can be altered through experience and through working on aspects of everyday functioning without working through or resolving underlying conflicts. The answer is that the group setting is no place for an intensive therapeutic relationship. Neither the leader nor the group members are expected to uncover and deal with basic character disorders.

When basic character disorder prevents a trainee from functioning at acceptable standards, he should be removed from the training setting and referred to an appropriate agency for help. Counseling should be conducted in a problem-solving context and emphasis should be placed on the problems and realities of the job situation.

On-The-Job Training*

The supervisor responsible for job training faces a tremendous task. He must select tasks for the trainee that will further the trainee's learning. He must reinforce what the trainee should know to perform on the job. He must support the trainee trying new and unfamiliar tasks. The supervisor must also evaluate the trainee's efforts and be prepared to reteach facets of the task that the trainee does not perform adequately. He must do all of this while performing that part of his own job that is related to providing service to the agency's population or exercising supervision over other staff.

To select appropriate tasks for the trainees, the supervisor must analyze the trainee's readiness to successfully complete the tasks. This means that he must know what levels of skill and knowledge are required to complete various tasks and whether the trainee has the prerequisite skill and knowledge. The supervisor must consider the relevancy of the task to both the educational objectives of his relationship with the trainee and to the agency's program. He must consider the possible impact of success or failure on both the educational program and the operation of the agency. His consideration of these factors should lead him to select tasks that will challenge but not defeat the trainee and that will serve to enhance the trainee's role as a contributing member of the agency's work force.

Care must be taken by the supervisor to see that the trainee does not find himself continually repeating mastered tasks merely because the task is important and he and the rest of the staff find it comfortable to let the trainee do it. It is the supervisor's responsibility to ensure that the trainee's experiences steadily progress from the simple to the more complex, from the easy to the more difficult, and from the comfortable to the uncomfortable – until the trainee has covered the full range of job duties for which he is preparing.

For example, a day care teacher may be tempted to continually assign an aide to milk distribution, nap-time preparation (setting up rows of cots), or clean-up as opposed to preparation of art materials, playground supervision, bulletin board preparation or story telling. The trainee, too, may prefer to repeat the familiar instead of trying new ventures or the teacher may prefer that the

*Many of the ideas here reflect the thinking of Mr. Walter Walker, former Chief Instructor, Institute for Youth Studies, Howard University, Washington, D.C.

trainee does those tasks that she finds distasteful. Although both teacher and trainee may be more comfortable operating in this manner, the trainee will not develop his ability to perform the full range of activities included in the job description that is given him.

When assigning tasks to the trainee, the supervisor should answer several questions for the trainee to increase his chances of success:

1. What must be done? The task must be clearly specified so that the trainee can understand the goal he must work toward.
2. How must it be done? The procedures for completing the task should be specified, including the acceptable limits of initiative that the trainee may use in completing each step of the process.
3. What equipment or materials are needed to complete the task? The trainee should be helped to eventually decide for himself what he will need to complete a job. The immediate task of the supervisor is to help the trainee understand that a worker has to know what "tools" he will need.
4. Where and how can the trainee get the necessary equipment and materials? This is particularly important in larger agencies or institutions where the location and securing of resources involves an ability to function within the demands of a bureaucratic system.
5. What level of performance is expected? The supervisor must make clear his expectations so the trainee can have some realistic idea of what "success" is. This knowledge will often help the trainee to evaluate his own work as he proceeds.
6. How much help or direction can the trainee expect while he is working on this task? The trainee should consider the supervisor as another organizational resource and he should have an accurate idea of his availability. Vague assurances that the supervisor's door is always open are seldom helpful to those who may be somewhat shy or reluctant.
7. What is the relationship of this specific task to the overall program? How much priority does this task have over other demands that may be made on the trainee? The trainee should be helped to see the value of the task to the organization and to his colleagues.

Providing Support

Once the trainee has begun to work, the supervisor's role shifts somewhat to provision of appropriate support for the trainee. This support depends largely on two factors: the kind of agreement he has reached with the trainee and his own ability to control his anxiety about the trainee's performance. For example, the supervisor should not "casually" drop in on the trainee if they have previously agreed that the trainee can complete the task independently. On the other hand, if he has promised active support, he should provide it.

When the trainee has completed the task, he usually has an idea of how well he did if the supervisor did a good job of outlining the task originally. What he really needs is confirmation or denial of his self-evaluation and help in improving his performance.

Many OJT supervisors will be tempted to tell the trainee he did well when he actually did not. This is usually done either to avoid a confrontation with potential discomfort for both the trainee and the supervisor, or because the supervisor really does not expect very much from the trainee and is willing to accept poor work from "these poor people." In such situations the trainee is not fooled! He knows how well he has done, and he is likely to reach these conclusions: that he is immune to criticism because his supervisor either pities him or is afraid of him, or that the training program is phony and everyone is just putting in time and drawing a salary.

The supervisor must demand an increasingly higher level of performance from the trainee. He must let the trainee know that the "real world" will not accept second-class work and that the trainee should not be satisfied with it either.

The OJT supervisor should meet regularly with his trainee to discuss their progress toward the trainee's educational goals. The frequency and the duration of these conferences should be determined by the needs of the trainee as perceived by the supervisor and by the trainee. Supervision should be both technical and administrative. If possible, the trainee should have only one person to answer to in the institution or agency.

Two models of supervision are currently being used with human service on-the-job trainees: group supervision and one-to-one supervision. Agency practice will determine which model of supervision is more appropriate.

Group Supervision

Group supervision provides trainees the opportunity to learn from the supervisor and from each other in a structured situation. Group members can provide support for the trainee as he struggles to learn. Often, fellow trainees can facilitate communication between the supervisor and a trainee. The group often serves as a check on a supervisor's ability to come to terms with the realities faced by the trainee. A peer group can also apply sanctions to members not performing up to their own capacities.

As the trainee begins to function in the agency, he will soon find that he is performing a unique set of functions. These functions, along with his status and socioeconomic background, tend to set him apart from the rest of the agency's staff. Group participation provides the trainee a reference point that will strengthen his identity as a trainee in human service. Finally, the supervisor can use the group for teaching and reteaching skills in an economical fashion since he doesn't have to repeat himself with each individual trainee.

There are some disadvantages to group supervision. Members who learn rapidly are often held back by the pace of the group's learning. Groups can begin to scapegoat those members who don't meet the group's approval. Some trainees are unable to openly discuss their problems in front of peers. The group also may overwhelm the supervisor by its size and unity; this may result in a distortion of the situation in question and of the supervisor-supervisee relationship. The group situation may be threatening to the supervisor, causing him to unnecessarily initiate power struggles between himself and the group.

Individual Supervision

Individual supervision may be more appropriate because of the supervisor-supervisee ratio, the particular strengths and weaknesses of the supervisors, and the mode of supervision that will prevail in the trainee's chosen profession after he completes training. Certainly individual conferences provide a clear opportunity to focus more directly on the trainee's particular problems. The trainee may be more ready to accept help when it is offered in private. In addition, the supervisory conferences can be more nearly tailored to an individual trainee's learning style.

On the other hand, the trainee may be so intimidated by the power that the supervisor has that he will be unable to function in the one-to-one situation. In the individual conference method, there are fewer checks on both the trainee's and the supervisor's perception of reality. There are only two opinions available, and in case of disagreement, the supervisor's opinion will usually prevail. The trainee is clearly limited by the one-to-one situation since he has no opportunity to learn from the mistakes of his peers.

Selecting a Method

The selection of a supervisory method should be made with the advantages and disadvantages of each method clearly in mind, and based on an examination of the setting in which the training will take place. Making the decision on the basis of the agency's traditional method of supervision may result in a severe handicap to a program.

Whatever the method of supervision, the realities of the relationship between the supervisor and the trainee will exist in a psychosocial context in which the educational goals of the relationship may be distorted as a result of the emotions and defense mechanisms brought to the situation by both parties in the relationship.

Selecting the OJT Supervisor

The central importance of the OJT supervisor demands that careful consideration be given to the selection, orientation, and everyday functioning of these professionals. In many ways, the OJT supervisor is the key professional from whom the trainee learns. Under his supervision, the trainee learns the practical demands he will face as a staff member of a helping agency. The OJT supervisor communicates the value system of the agency to the trainee. He helps the trainee to cope with the "culture" of the agency; to deal with both the formal and informal networks of communication and to understand the explicit and implicit prerogatives of various categories of agency employees. Many of the vital skills that the trainee masters will be reinforced or taught by the OJT supervisor.

Ideally, those responsible for the overall training will be able to select OJT supervisors from among a large number of highly qualified volunteers. More typically, the potential OJT supervisors will be selected from a group of professionals who have been nominated by their supervisors. At worst, the candidate will have been nominated by the supervisor against his will. Whatever the situation, the persons selected should have certain qualities.

The candidate for the role of OJT supervisor must be well grounded in his professional discipline. He should not be a newly trained professional seeking identity. Such a person would be ill-equipped to provide a stable set of role demands for the trainee; he would probably be confused about the appropriate range of his own activities as well as those appropriate for a trainee. On the other hand, the candidate should not have rigid attitudes about his traditional professional identity that will prevent his participation in the restructuring of professional roles. The candidate must be able to rationally analyze traditional agency practice and willing to develop new practices designed to improve services.

A sound relationship between the OJT supervisor and his colleagues is crucial. Candidates who are perceived by colleagues as effective practitioners lend prestige to the program. If the candidate's participation in his agency's professional life and associations is seen as positive, creative, and sound, he will draw the support of his colleagues to the new program. If, on the other hand, the candidate is seen as a chronic rebel who consistently attacks authority, then his participation may doom the program before it is started.

It is quite probable that the OJT supervisor will come from what is broadly defined as the "middle class" and is likely to be of a different racial grouping than that of the trainee. Since racial and socioeconomic differences cannot be eliminated or effectively ignored, they must be respected. The supervisor should be at ease with his own status and value system; he must not feel guilty because he is not "disadvantaged." If he fears that trainees will not accept him or that he will alienate them, then he will have problems. A candidate for an OJT supervisory role should be able to look objectively at people who represent a different socioeconomic group. He should be able to realistically individualize the trainees so as to avoid both the punitive and the "bleeding heart" approaches that often result from sterotypic perceptions and conceptions about the poor.

It will be extremely difficult to find the ideal supervisor. The relative importance of the qualities looked for in an effective on-the-job supervisor should be considered. The qualities that OJT supervisors should possess can be ranked in this order:

1. Ability to individualize and to look objectively at poor people.
2. Freedom from rigidity with regard to traditional professional practice.
3. Commitment to improvement of service.
4. Ability to negotiate the agency and professional system – thought of by peers and supervisor as sound, creative, and effective.
5. A reasonable amount of practical experience.
6. Absence of guilt about his middle-class professional status.
7. Effective participation in his professional association.
8. An interest in rational scientific inquiry.

The ultimate success of the programs depends heavily on attracting highly qualified on-the-job supervisors in sufficient numbers. If it is impossible to attract an adequate number of sufficiently qualified supervisors, the number of trainees should be reduced or both the supervisory work

load and the amount of time available for supervision by qualified supervisors should be increased.

Selection of on-the-job supervisors can best be made by a committee of representatives of the academic training staff, the supervisory staff of the agency, and various nonprofessionals who have completed training in human service occupations. This committee can use interviews, supervisory evaluations and role playing in order to assess the qualifications of the candidate.

The supervisor also must adjust to the introduction of trainees into the structure of his work-a-day world. He may have known people from the trainee's background only as patients or clients. He may rely on his natural coping mechanisms to deal with people who are "different." He may become authoritarian as a means of maintaining social and professional distance, or he may be permissive as a means of avoiding unpleasantries. He may see a worker-client relationship as a means of achieving the type of relationship with "these people" that he is most comfortable with. He may become a "buddy" as a means of making peace with the differences caused by socioeconomic, racial or educational backgrounds. There are a variety of stands that both the trainer and the supervisor can adopt. Also, the supervisor will have to assume many different roles in the training program.

Each of these roles will be a part of the daily life of the supervisor:

1. The appropriate role of a teacher. His function is to impart knowledge and practical techniques to the trainees. The supervisor usually works from the specific details of the job to the development of a set of generalizable principles that will govern the trainee's practice in similar but different situations.
2. As a role model. He can serve as a model that the trainees can imitate, identify with, or reject. In some cases, the supervisor can serve as a means for the trainee's first positive identification with society.
3. The supervisor as an agent of referral. As they work together, the trainee may feel free to ask the supervisor for help or advice on problems outside of the scope of the supervisor-supervisee relationship. In these instances, the supervisor can be helpful by making an appropriate and effective referral of the trainee to other sources of help.
4. The supervisor as a co-worker. From time to time, the supervisor can work alongside the trainee. This helps establish the usefulness and the dignity of the trainee's task. It also serves to help the supervisor empathize with the trainee as he tackles new and sometimes difficult tasks.
5. The supervisor as an interpreter of the program to other agency staff. The introduction of the trainees into the agency often results in a certain level of organizational stress. If the supervisor commands professional respect, he can explain the program and the demands it will make on the system in terms of its policy implications, its organizational payoff, and its positive effect on the quality of service.
6. The supervisor as a boss and an evaluator. In the final analysis, the trainee must learn to cope with the demands made by a boss. He must learn to follow directions, show responsibility, relate to authority, and submit his work for evaluation. The supervisor can be most helpful to the trainee by allowing him to test himself in the somewhat protective on-the-job training setting.

The supervisor must guard against any tendency to function as a therapist, even when he realizes the trainee requires psychotherapy. He must understand that although some understanding of the trainee's emotional stress and strains is helpful, the supervisory process should be task-oriented and related to the trainee's ability to perform on the job. The greatest chance for success in terms of preparing trainees to perform well on a job probably lies with those trainees and supervisors who are best able to focus directly on the tasks at hand.

Role Playing

Role playing has been described by Riessman, Cohen, and Pearl as:

> the flexible acting out of various types of problems in a permissive group atmosphere, e.g., a caseworker interviewing a withdrawn client, a person being interviewed by a housing project manager. As few as two people can role play, but most role playing is done in groups where two people act out a situation and the group discusses it. Since it is free of tensions of an actual problem situation, role playing simulates the trying-out of new alternatives and solutions in lifelike situations without the consequences which in reality may be punishing. Role playing thus increases the participant's role flexibility in an atmosphere where he can safely take a chance with different kinds of behavior.[12]

Role playing can be used as an informal process to remove from everyday situations much of the anxiety that the low-income individual finds threatening. For example, if a trainee fears an approaching job interview, allowing him to play the part of the employer can make the employer a less threatening person in real life. Role playing requires the doing or acting out of situations. This, rather than talking about problems, is the mode of problem solving that low-income people find attractive. They often dislike "talk" and want "action." And they prefer talk that is related to action. Consequently, vivid, down-to-earth, situation-rooted talk is likely to emerge in role-playing sessions. The patterns of working together and responding to one another with which low-income persons are familiar are favored by role playing.

> Problems are shared and solutions are arrived at communally. Frequently, one individual has successfully dealt with (or is capable of dealing with) problems that are overpowering to another person. Sometimes the experience of a person like himself is more influential for an individual, i.e., a better model than the professional. Role playing promotes group feeling and understanding through its informality, easy pace and natural humor.[13]

Cohen, Pearl and Riessman state four reasons why role playing may be valuable with the disadvantaged:

1. It appears to be congenial with the low-income person's style, which is physical (action oriented, doing vs. talking); down to earth, concrete, problem directed; externally oriented rather than introspective; group centered; game-like rather than test oriented; easy and informal in tempo.
2. It allows the practitioner . . . to reduce in an honest fashion, the role distance between himself and the disadvantaged individual who is often alienated from him. It also permits the practitioner to learn more about the culture of the low-income person from the inside (through playing the latter's role in role reversal).

3. It changes the setting and tone of what often appears to be to the low-income person, an office-ridden, bureaucratic, impersonal, foreign world.
4. It appears to be an excellent technique for developing verbal power in the educationally deprived person, who is said to be largely inarticulate. Moreover, it seems to be especially useful for the development of leadership skills.[14]

Although the style of the poor emphasizes informality, humor and warmth, they also like to have content that is structured, definite and specific. Role playing is highly unstructured and free, particularly in the early phase of establishing the problem and mood.

> But in the middle and later phases, where the effort is made to teach very specific behaviors, role playing can be highly structured, reviewing in minute detail the various operations to be learned. Educationally disadvantaged people appear to prefer a mood or tone of feeling that is informal and easy, but a content that is structured and task centered. Role playing may satisfy both these needs.[15]

Field Visits

Appropriate field trips should be scheduled throughout the training program but they should not be viewed simply as "outings." Such trips may be made to the courts, to the police stations, to public and private agencies, to institutional settings, etc. Preparation for such trips may occur in the core group or it can be done by the OJT supervisor. It is more meaningful if done by the person who arranged or scheduled the trip, and this person should accompany trainees on the field trip. Preparation for such trips should include discussions of what to look for and be alert to and of relationships between the trip and other experiences encountered by trainees. These trips are another method of learning through "doing," and have a more lasting effect than simply talking about the place visited. After each trip, time should be allotted to discuss the trip, integrating what was observed with relevant content areas of the training program.

The "timing" of trips is important. Trips are more meaningful when they are directly related to what is being taught and experienced in the academic or teaching situation. Learning is reinforced when things come alive for the enrollee.

Small Workshops and Demonstrations

Small workshops and special demonstrations provide the atmosphere, supplemental knowledge and individual attention needed to enhance learning. Demonstrations may be used either to introduce new materials or to supplement or reinforce old content materials. This type of training should be continuous during the training program.

Audiovisual Aids, Tape Recorders, T.V.

This type of equipment should be used by all trainers to facilitate learning processes. Devices such as audiovisual aids actively involve the trainee in the learning process.

CHAPTER VI

SUMMARY

This manual has been concerned with various aspects of training educationally and socially disadvantaged people for entry positions in human service, utilizing the New Careers concept. Each suggested approach and method of training has been spelled out in considerable detail, pinpointing specific problems to which attention should be given. Because these aspects and approaches are suggested and emphasized, it is not implied that Human Service Aides cannot learn from more rigidly structured or more formal learning, for some can. They can learn vicariously, especially after overcoming their initial fears. To deny them these abilities is to misconstrue their potential and to insult them. It is a mistake to interpret gaps in their knowledge as a sign that they need a different kind of training from that of the professional. It may be that a different kind of training is called for, but not because nonprofessionals are different or lack something, but because this is a better way to train people – all people.

Although the New Careers training programs hold much promise for people to advance, to become financially independent and to become contributing members of society, perhaps the most important benefit of the training program will be the increase in trainees' self-esteem, self-respect, and feelings of worth and dignity which ultimately help them to realize that they can make a valuable contribution to the field of human services.

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[5]Adapted from Mase, *op. cit.*

[6]Riessman, Frank, "Career-Oriented Training vs. Job-Oriented Training," New York, April 1967, p. 1.

[7]*Ibid.*, p. 2

[8]See Steinberg, Sheldon S. and Eunice Shatz, "Junior Colleges and New Careers," *Junior College Journal* 38:12-17, Feb. 1968.

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[12]Riessman, Frank; Jerome Cohen, and Arthur Pearl, eds., *Mental Health of the Poor*, The Free Press of Glencoe, Collier-Macmillan Limited, London, 1964, p. 346.

[13]*op. cit.*, p. 341.

[14]*op. cit.*, pp. 339-340.

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Weekly Sample Schedule

First Phase of Training (1st & 2nd Months)

On-the-Job Training	10 hours
Specialty Training	10 hours
Core Training	10 hours
Remediation	5 hours

Day	9–11	11–12	12–1	1–3	3–5
Monday	On-the-Job Training	Remediation	Lunch	Core Training	Specialty Training
Tuesday	Specialty Training	Remediation	Lunch	On-the-Job Training	Core Training
Wednesday	On-the-Job Training	Remediation	Lunch	Core Training	Specialty Training
Thursday	Specialty Training	Remediation	Lunch	On-the-Job Training	Core Training
Friday	On-the-Job Training	Remediation	Lunch	Core Training	Specialty Training

Weekly Sample Schedule

Second Phase of Training (3rd & 4th Months)

On-the-Job Training	17 hours
Specialty Training	8½ hours
Core Training	4½ hours
Remediation	5 hours

Day	9–10	10–11	11–12	12–1	1–2	2–3:30	3:30–5
Monday	On-the-Job Training			Lunch	Remediation	Core Training	Specialty Training
Tuesday	Specialty Training		Remediation	Lunch	On-the-Job Training		
Wednesday	On-the-Job Training			Lunch	Remediation	Core Training	Specialty Training
Thursday	Specialty Training		Remediation	Lunch	On-the-Job Training		
Friday	On-the-Job Training			Lunch	Remediation	Core Training	Specialty Training

Weekly Sample Schedule

Final Phase of Training (5th &6th Months)

On-the-Job Training	21 hours
Specialty Training	6 hours
Core Training	3 hours
Remediation	5 hours

Day	9–11	11–12	12–1	1–2	2–3	3–5
Monday	On-the-Job Training		Lunch	Remediation	Core Training	Specialty Training
Tuesday	On-the-Job Training	Remediation	Lunch	On-the-Job Training		
Wednesday	On-the-Job Training		Lunch	Remediation	Core Training	Specialty Training
Thursday	On-the-Job Training	Remediation	Lunch	On-the-Job Training		
Friday	On-the-Job Training		Lunch	Remediation	Core Training	Specialty Training

SELECTED CONCEPTS AND SUBSTANTIVE ELEMENTS

RELATED TO THE NEW CAREERS TRAINING MODEL

The concepts and substantive elements listed below represent those underlying the NEW CAREERS Training Model on which core group process and its related curriculum are based. Sources used to derive these concepts mainly are those developed over the past few years by the Institute for Youth Studies, Howard University, and other NEW CAREERS Training Programs.

The listing of concepts and substantive elements has as its central aim the belief that there are common ideas about people and their specific and general environments which must be built into and reinforced in any learning situation to achieve NEW CAREERS stated outcomes. These common ideas include (1) recognition of the dignity of the individual, (2) his right to self-determination, (3) maximum opportunity for his fruther development and learning, (4) the experimental basis of learning, (5) and the futility of verbal procedures as a substitute for the personal experiences of the individual.*

As concepts become increasingly refined and understood by both the trainer and the trainee, the supportive substantive elements also become clearer and easier to apply to the learning process. No attempt has been made to arrange the following list in sequential order. The NEW CAREERS Program is a system composed of many complementary parts which interact with each other and which cannot be isolated from each other.

1. *Concept:* Success in conducting a NEW CAREERS Training Program depends on firm commitments from human service agencies for employment and career mobility for trainees.

   Substantive Elements:

   A. Training should start only when firm commitments for jobs have been received from the employing agency.
   B. Prior to training, the employing agency should have a comprehensive job description for each potential position as a base for core, remediation, skill and OJT curriculum development.
   C. Prior to training, the employing agency should have determined realistic career mobility for aides through at least two additional steps with concomitant job descriptions and agency requirements for promotion.
   D. Prior to program initiation, there should be a general orientation to the NEW CAREERS program for all employing agency staff and trainees.

2. *Concept:* The optimum NEW CAREERS Training Model is experience-based from which flows a series of "core" progressions: a core in generic human services: a core in a specific human service, and the specific skill and OJT core.

   Substantive Elements:

   A. The core of generic human services must stem from the life and job experiences of the trainees.
   B. The total training program should support and underline the responsibilities of the trainees to raise issues and problems.
   C. All succeeding cores are built on the basic core, detailing specific elements in each human service area and specific occupational area.
   D. The experiences of the trainees, prior to and during the training period, are incorporated into the content of the progressions of cores.
   E. The NEW CAREERS Training Program must move from simple to complex elements.
   F. Opportunity is provided for experiencing success, through incremental steps of difficulty.
   G. Trainees are better able to learn generalized principles when they are linked to their own concrete experience and/or observation.

3. *Concept:* The NEW CAREERS Training Model attempts to "screen and keep people in" rather than out of training.

   Substantive Elements:

   A. Remediation should be based on the functional needs of the trainee as derived from the job situation.
   B. Remediation should prepare the trainee to take and pass appropriate tests or examinations and obtain the necessary credentials leading to further education and/or career mobility.
   C. Supportive services (medical, dental, legal, day care, etc.) should be provided trainees to help them maintain continuity of training.
   D. Employing agencies must plan for in-service education for aides beyond entry training.
   E. On-going formal education and training for career mobility of human service aides should be incorporated into the normal work week, through released time or work-study programs.
   F. The NEW CAREERS Training Program must accept and build upon the life style of the New Careerist for maximum development of his potential.
   G. The trainee must be helped to become aware of the unique role he plays and the contribution he makes to the training program and agency.
   H. Professional staff involved in NEW CAREERS Training Programs must believe in the value of human service aides and transmit this belief to trainees in the program.
   I. Trainees in NEW CAREERS must be adequately compensated during the training program.

4. *Concept:* THE NEW CAREERS Training Model will be most successful when agencies and agency professional personnel restructure their own specific functions and services along with those of New Careerist, involving both the professional and the HSA in the process.

   Substantive Elements:

   A. Training of skill and OJT professional supervisors should parallel that of the trainees and relate to the specific program in which both are involved.

*A. D. Woodruff. *Basic Concepts of Teaching.* San Francisco, Chandler Publishing Co., 1961.

B. Job development and job description in employing agencies should develop based on the optimum utilization of professionals and aides.
C. At the same time training curriculum must be revised and updated to support the on-going process of job development.
D. The possibilities of improving services are greater when the responsibilities of the HSA and the professional compliment and supplement one another.

5. *Concept:* The NEW CAREERS Training Model emphasizes individual participation in meaningful and challenging activity in all its elements.

Substantive Elements:

A. Trainers – core, skill, OJT, remediation – must see the trainee as able to make decisions and act responsibly consistent with his own interests and needs.
B. The core group provides a medium for the development of human relation skills and their integration with technical skill and OJT experience.

6. *Concept:* The NEW CAREERS Training Model provides a new way to help people bridge the gap between lack of credentials in a human service occupation and job entry with potential career mobility.

Substantive Elements:

A. The NEW CAREERS process enables the trainee to gain insights into his capacities as well as his deficiencies as he has the opportunity to test skills and perform tasks.
B. The community needs to be familiarized with NEW CAREERS concepts and programs – i.e., professional groups, business groups, colleges and universities, community action groups, etc.
C. Linkage with local junior colleges, colleges and universities should be established to provide for continuing education for human service aides.

7. *Concept:* NEW CAREERS training programs for human service aides are inseparable from the job situation.

Substantive Elements:

A. Immediate involvement of the trainee in meaningful job-centered experience is critical for overall success.
B. Specialty and OJT experience should provide the basis for curriculum in remediation and the springboard for core group discussion.
C. The optimum training vehicle for NEW CAREERS is an informal, small group.

8. *Concept:* Entry training is just that amount of training which can best and most feasibly prepare the trainee to responsibly assume the duties of a HSA in the shortest amount of time.

Substantive Elements:

A. The trainee should be scheduled to function in a service-providing capacity as quickly as possible.
B. The training program must include those necessary skills as early in training as possible to allow the trainee to assume this service function.
C. Prior to training, the job description for the entry job should contain enough detail to reasonably estimate the length of training and responsible involvement of the trainee.

9. *Concept:* The employing agency must be deeply involved in all phases of planning and implementation of NEW CAREERS Training Program.

Substantive Element:

A. Expectations and regulations pertaining to the training program and employing agency must be clearly defined to all participants at the beginning of the NEW CAREERS Training Program.